

**IMPROVING STUDENTS' PRONUNCIATION THROUGH SONGS IN THE  
SECOND GRADE OF SMPN 1 TASIKMADU KARANGANYAR**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of a *Sarjana*

*Pendidikan* Degree in English Language Education



By:

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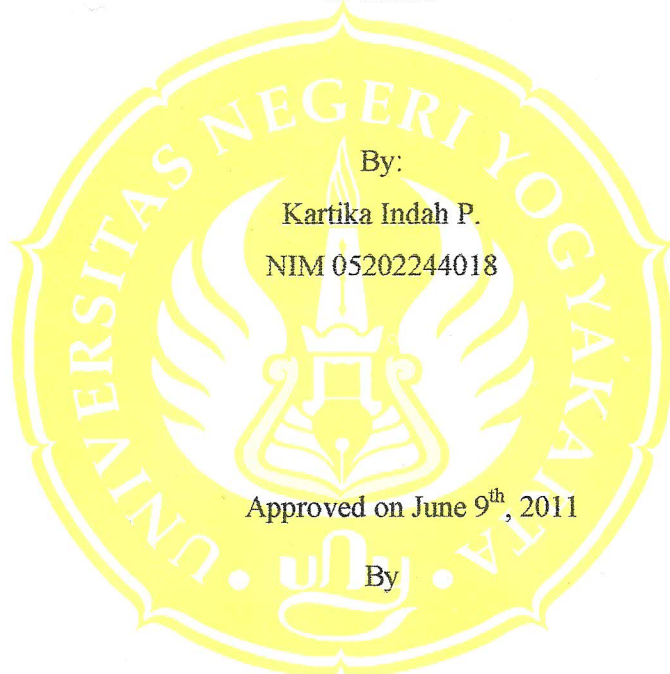
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#### A Thesis

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Penulis,



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# Dedications

This thesis is lovingly dedicated to:

- my lovely parents *Babe and Mama*
- my teachers
- my big family

# Mottos

For the present Allah has made light your burden and He knows that there is weakness in you. So, if there are hundred patient ones of you they shall overcome two hundred; and if there are a thousand they shall overcome two thousand

by Allah's permission. And Allah is with the patient.

*(Al Anfal: 66)*

Yesterday was History, tomorrow is misery, and today is a gift

That is called as a present.

*(Kungfu Panda)*

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Realizing this thesis is still far from being perfect, the researcher would like to welcome suggestions from the readers. However, she hopes that this thesis will give the contributions to all readers.

Yogyakarta, June 9<sup>th</sup>, 2011

Kartika Indah P.

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# **IMPROVING STUDENTS' PRONUNCIATION THROUGH SONGS IN THE SECOND GRADE OF SMPN 1 TASIKMADU KARANGANYAR**

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## **ABSTRACT**

The objective of the research is to improve both teachers' and students' performance in pronunciation by implementing songs in SMPN 1 Tasikmadu Karanganyar in the academic year of 2009/2010.

This study is action research. The data collected were qualitative in nature. They were obtained by observing the English teaching and learning process during the implementation of the actions, interviewing the students of second grade of SMPN 1 Tasikmadu, and holding discussions with the English teacher. The data were in the form of field notes, interview transcripts, and photographs. The data were taken from the field notes and interview transcripts. Steps of research are reconnaissance, planning, action and observation, and reflection. The instruments for collecting the data were researcher herself accompanied with a handy camera, observation guides, and in-depth interview guides.

The problems found in the reconnaissance were; the teacher never used interesting materials, media and techniques; the students' pronunciation was low; and the students did not have self-confidence to speak English. These problems were solved by using songs that included three actions implemented in the research. They were done in two cycles. They are; giving more pronunciation practices to the students; implementing songs in the class; and encouraging the students by competition. The findings show that giving pronunciation practices to the students was successful to make students familiar with English pronunciation. However, the use of competition to improve students' confidence was not really successful. The implementation of songs in the teaching of pronunciation was successful to improve teachers' and students' performance in pronunciation.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Pronunciation is one important components of the language teaching. It is the language feature that most identifies the speakers as non-native. Pronunciation then focuses on the articulation of consonants and vowels and the limitation of minimal pairs. In recent years, the focus has changed to a broader emphasis on supra-segmental features such as stress and intonation. Therefore, the teaching of pronunciation must fulfill all of the aspects of spoken discourse.

Pronunciation is the main goal of many learners. It is because the learners are required to master pronunciation well. Personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers, unafraid of making mistakes, will generally be more talkative, but with many errors that could become hard-to-break habits. Otherwise, shy students may take a long time to pronounce confidently, but when they do, their pronunciation often contains fewer errors and they will be proud of their pronunciation ability.

Many language learners regard pronunciation as the measure of mastering speaking well. They regard pronunciation as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication. However, teaching pronunciation is not simple. The teacher must provide kind of warm and embracing climate that encourages the students to

pronounce. He or she also must be able to create fun and pleasant environment in the teaching of pronunciation. Therefore, the researcher chooses this topic in order to find the ways to improve students' pronunciation through songs which are related to their lives. The researcher chooses songs because they can be interested to the students and help them to pronounce English words by remembering the song lyrics.

### **B. Identification of the Problem**

The goal of teaching pronunciation is to enable the learners to understand and be understood. The learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to wrong pronunciation. To help the students develop good pronunciation, the teachers can use a systematic and principle way.

Morley in Murcia (2001) has pointed out four important goals for the teaching of pronunciation. They are functional intelligibility, functional communicability, increased self-confidence, and speech monitoring abilities. Functional intelligibility is describes as spoken English in which as accent is not confusing to the listener. Functional communicability is the learner's ability to work successfully within specific communicative situations he or she deals with.

Because of the learners need to acquire communicative skill, they also need to gain confidence in their ability to speak and be understood. To achieve this, the teacher can create the materials around the learners' situations. The materials also contain of the students' opportunity to move carefully from



controlled to free production in pronunciation practice activities and provide stable feedback. Speech monitoring abilities are defined as the learners' abilities to pay attention to their own speech as well as the others. They can help the learners to focus learners' attention on such features in the teaching of pronunciation.

The problems of teaching pronunciation in the second grade of SMPN 1 Tasikmadu Karanganyar come from the teacher, the students, the materials, and the facilities. The first is the teacher. The English teacher of the second grade of SMPN 1 Tasikmadu Karanganyar focused his teaching only on the students' textbook and worksheet. He never used interesting activities so that the students got bored and unmotivated to learn.

The second is the students. The students' motivation in learning pronunciation was low. It could be seen from the lack of students' participation in the pronunciation teaching and learning process. This made difficult for them to master pronunciation. Furthermore, they could not communicate well with other people.

The third is the materials. The materials that were used for the second grade of SMPN 1 Tasikmadu were mostly taken from the students' textbook and worksheet. Therefore, the students got bored. The teacher must be creative in designing interesting materials for the students. He should provide the materials that make the students to be active in the teaching and learning of pronunciation.

The last is the facilities. SMPN 1 Tasikmadu Karanganyar had a language laboratory which had the learning tools such as tape recorder, cassette, computer, microphone, and headset. However, they were never used in the teaching and learning process. It can be concluded that the students of SMPN 1 Tasikmadu Karanganyar lacked of the use of school facilities. It can influence their development on learning pronunciation.

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabularies, pronunciation, rhythm, adjectives, and adverbs. Besides, songs can melt a relax atmosphere to the tense students. Lo and Fai Li (1998: 8) asserted, "learning English through songs also provides a non-threatening atmosphere for the students, who usually are tense when speaking English in a formal classroom setting. "

Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Features of the language such as stress, rhythm, and intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again.

Through using contemporary popular songs, which are already familiar to the teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs, the base of the learners' knowledge of the target culture can be broadened. As asserted by Hill (1999: 29), "traditional folk songs have the dual motivating attack of pretty tunes and interesting stories, plus for many students- the added ingredient of novelty ". Most songs, especially folk songs, follow a regularly repeated verse form, with rhyme, and have a series of other discourse features, which make them easy to follow.

### **C. Limitation of the Problem**

The students' pronunciation is very important to be improved in the English language learning. Because of this reason, the researcher makes a limitation of the research. They are students' pronunciation, the use of songs to teach pronunciation, and the population of the research.

The first is the students' pronunciation. It refers to the students' ability to utter or pronounce words in the classroom setting. In developing their pronunciation, the learners need to learn how to pronounce words correctly.

Second is the use of songs to teach pronunciation. It means that songs are used to teach pronunciation in order to make the students enjoy more fun in learning English. Singing a song is one of the activities which the learners like to do. Songs as media in English teaching can increase the pupil's motivation and

interest in learning English because songs can be memorized easily due to the melodies and rhythmical stresses or phrases which arouse great attention. For example, songs which are close to teenager's life that is Muse, Justin Bieber, Taylor Swift, etc. The language teachers can and should use songs as a part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar, and cultural aspects and are fun for the students. They can provide valuable speaking, listening, and language practice in and out of the classroom.

The last is the population of the research. The population of the research is the students of the second grade of SMPN 1 Tasikmadu Karanganyar especially class of 8G in the year of 2009/2010. The researcher takes the population because they have been learning English for more than one year in this school and they tend to have had a sufficient adaptation to the school environment. Besides, they are not busy yet preparing for the national exam.

#### **D. Formulation of the Problem**

The problems of the research are formulated as follows:

1. How can teachers' performance be improved by using songs?
2. How can students' pronunciation performance be improved by implementing songs?

### **E. Objectives of the Study**

In relationship to the formulated research problems, the objectives of the research are:

1. to improve the teachers' performance by using songs.
2. to improve the students' pronunciation performance by implementing songs.

### **F. Significance of the Research**

#### 1. Theoretical Significance

##### a. For the Researcher

- 1) The research can add her knowledge related to action research.
- 2) The research can be a valuable experience in improving teacher and student's performance in pronunciation.

##### b. For the English Teacher

- 1) The English teacher can get valuable knowledge about the use of songs in the teaching of pronunciation.
- 2) The English teacher gains an important experience about improving student's pronunciation performance.

#### 2. Practical Significance

##### a. For the Readers

- 1) The research can give knowledge how to improve teacher and student's performance in the pronunciation.
- 2) It can add the reader's knowledge about action research.

##### b. For the Students

- 1) The research can help the students to practice their pronunciation by using songs.
- 2) It can improve the student's pronunciation by practicing singing the songs in front of the classroom.



## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

Pronunciation and songs are the elements being discussed in the research. There are several terms which support the relation of the use of songs to improve pronunciation.

##### **1. The English Teaching and Learning Process**

Many theorists define English teaching and learning. According to Gates (1992: 347), “learning is modification of behavior through experience.” According to Ruch (1985: 428), “learning is a process which brings about changes in the individual way of responding as a result of contact with aspects of environment.” In another way, Skinner (1989) also confirms that learning is regarded as a process of acquisition and memorization. Therefore, learning can be defined as the relatively permanent change in an individual’s behavior potential (or capability) as a result of experience or practice.

Teaching cannot be separated from learning. Morrison (1996) views teaching as a close interaction between a more adult personality and a less adult. Amidon (1981) defines teaching as an interactive process, mainly involving classroom conversation, which takes place between the teacher and the students and occurs during particular definable activities. Meanwhile, Laurillard (1994) mentions the important aspects of the teaching-learning process can become the

valuable resources for the teachers. There are four aspects of the teaching-learning process. They are as follows:

- a. Discussion, it is an interaction process between the teacher and learner.
- b. Interaction, it is a process which occurs between the learner and the teacher.
- c. Adaptation, it is a process which the teacher adjust language knowledge and apply it to the learners.
- d. Reflection, it is an assessment process of the learners based on their performance in the classroom.

Based on these aspects above, Laurillard (1994) also says how to describe different learning media and styles. For example, a text book represents current knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. There is a meaningful discussion between the teacher and learner. It can be concluded that teaching is regarded as the purposeful instruction and management of the learning process. It is the process of providing opportunities for the students to produce comparatively permanent change through engagement in experiences provided by the teacher.

Furthermore, Nunan (1989) asserts that the modern concept of the teaching-learning situation depends on two common-sense propositions: 1) only the activities in the classroom which achieve the students' participant and produce some attractive change in their skill, knowledge, or attitude are effective; and 2) people memorize and are influenced a little by hearing, more by seeing, and a good arrangement of active activities in which they have a clear and useful aim.

The teachers will help the students learn more effectively by providing activities that will arouse their interest and increase their participation than by directly lecturing them.

Today, teaching EFL is exploring educational methods for real-life communication in the classroom. It tries to get the learners to develop the linguistic fluency, not just the accuracy. The process is carried out by providing the students with tools for producing unrehearsed language performance. It can be said that the teacher concerns with how to facilitate language learning among the students, not just direct tasks. He or she is looking at the students as partners in a cooperative way. Littlewood (1981: 462) states that “there are the six interconnected characteristics which describe a communicative language teaching.” They are as follows:

- a. Classroom goals are focused on all components (grammatical discourse, functional, sociolinguistics, and strategic) of communicative competence. The goals therefore must link to the organizational aspects of language with the pragmatic.
- b. Language techniques are designed to engage the learners in the pragmatic, authentic, and functional use of language for meaningful purposes.
- c. Fluency and accuracy are seen as complimentary principles underlying communicative techniques.

- d. The students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and the development of appropriate strategies for autonomous learning.
- e. The role of the teacher is the facilitator and guide. The students are encouraged to construct meaning through genuine linguistic interaction with others.

The six interconnected characteristics in communicative language teaching above can help the teaching and learning process run well. They also encourage the students to increase their language knowledge. By using them, the students can acquire and produce the target language fluently and accurately.

## **2. The Nature of Pronunciation**

Pronunciation is one of the speaking aspects taught in the teaching of English. It is defined as the way of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress and intonation.

Pronunciation is also described as the use of sound system in speaking and listening and it is made of consonants, vowels, intonation, stress, rhythm, junctures, and their sequences (Ghimire: 2005). Listening or hearing for oral production is important to the learners. In learning pronunciation, the learners have to pronounce the words, words, phrases, clauses, and sentences. When following the examples of foreign language, the learners often find their own mother tongue interfering in learning new language. Therefore, the foreign language teachers must pay attention on the phonetic and phonological

characteristics of learners' mother tongue so that they can provide better examples and feedback to the students.

### **3. The Description of Sound System of English Pronunciation**

Traditionally, the sound system has been explained in a building block way: sounds → syllables → phrases and thought groups → extended discourse.

Nowadays, the sound system has developed into many things. They are intonation, rhythm, reduced speech, linking, consonants, vowels, and word stress. Intonation is the melodic line or pitch pattern of the pronunciation features. Rhythm in pronunciation is referred as stresses or beats occurring at regular intervals. Chela Flores in Murcia (2001) suggests that the teachers should help the learners develop consciousness of rhythm by highlighting rhythmic patterns apart from words and meaning. Reduced speech is the way the learners to weaken or shorten unstressed syllables.

Linking is defined as a general term for the adjustments speakers make between words in connected speech. Consonants sounds are determined by place of articulation (where the sound is made), manner of articulation (how the sound is made), and voicing (whether the vocal cords are vibrating or not). Vowels sounds then occur at the syllable core i.e. the sound within the syllable that produces and can be lengthened or shortened. Word stress is the way to emphasize the syllables. The learners can use a dictionary to check stress of unfamiliar words in order to help them in understanding how the words' system of word stress can function in English.

#### **4. The Techniques of Teaching Pronunciation**

Celce-Murcia, Brinton, and Goodwin (2001) provide some techniques for the teaching of pronunciation. They are as follows:

a. Description and analysis

In this technique, the teacher shows the students a feature describing when and how it occurs. He or she should use charts (consonant, vowel, or organs of speech) or shows the rules for occurrence.

b. Listening discrimination

This technique includes contextualized minimal pair differentiation. For example, the students listen for either rising or falling intonation in utterances.

c. Controlled practice

In the controlled practice, the students' attention should be focused on the target of pronunciation feature. The teacher can use poems, rhymes, dialogues, and dramatic monologues to fulfill the content and level that engage the learners' interest.

d. Guided practice

The guided practice provides the learners opportunity to focus on meaning, grammar, and communicative intent as well as pronunciation. The teacher should develop a continuum of building activities which make the learners try to maintain control of the pronunciation target.



e. Communicative practice

This technique emphasizes on a balance between form and meaning. The examples are role plays, debates, interviews, simulations, and drama scenes. The students still need to pay attention on one or more features.

## **5. Teaching Pronunciation to Junior High School Students**

Teaching pronunciation to junior high school students must be emphasized on the activities to make them active and creative. Bygate in Carter and Nunan (2001: 18) states that “in terms of language teaching methodology, the communicative approach proposes that tasks should provide the opportunity for learners to use language in order to communicate meanings without focusing on accuracy.”

Hughes (1993) points out that the teaching and learning in pronunciation emphasizes on the development of the students’ ability. It pursues the students to interact with the other people successfully in the language and to acquire comprehension as well as the language production. Callahan and Clark (1982) describe that the students in the middle schools generally experience the changing process. The junior high school students are those at the age of twelve to fifteen. According to Scott (1994), the children who are ten years old can understand abstracts, symbols (beginning with words), and also generalize and systemize words. Therefore, to teach the children at the second grade of junior high school, the teacher should understand that the children’s world is different

from the adults. Motivation and opportunity to communicate to other people very influence in the development of the communicative ability (Littlewood: 1981).

Moreover, Littlewood (1981) also states that the English subject for junior high schools students is intended for the learners to have skills: 1) developing communicative competence in the form of written and spoken skills to achieve functional literary level, 2) having an awareness of the importance of speaking English in order to improve national competitive ability in global society, and 3) developing learners' understanding of the correlation between language and culture.

Brown (2001: 7) states that "teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning." Teaching pronunciation then is guiding and facilitating learning to pronounce, enabling the learners to pronounce, and setting condition for learning to pronounce. Thus, there are many components involved in the teaching of pronunciation. They are as follows:

a. The Teacher

A teacher is one of the important components in the teaching-learning process. He or she helps the students to achieve their learning goals especially in pronunciation. In the teaching of pronunciation, the teacher's roles are as controller, assessor, and organizer, participant, and feedback provider (Harmer: 1983).

The teacher's roles can help the students to improve their pronunciation. The teacher also must encourage them to become active in pronunciation. For example, the students pronounce words or phrases they have already acquired. They also need to have more desire to show more interest, to use more new words and expressions, to make fewer grammatical errors, and to have more confidence in English pronunciation.

Shuqin (2004) has observed that the most efficient and practical way in pronunciation is to give the students as much time as possible in the classroom to practice pronunciation. Shuqin (2004) also suggest that the teacher can provide a relaxing environment so that the students are confident to pronounce. Besides, it also creates a real communication between teacher-students and students-students.

In the teaching-learning process, the teacher's performance also helps the students in acquiring the language especially in pronunciation. Leigh and Mead (2005) explain that the most important thing of a teacher's intellectual ability correlates with better student achievement results. It is also supported by the teacher knowledge and preparation of the lesson. Leigh and Mead (2005) also view that the teacher's performance can be improved by providing certification programs, job training, and allowing the teachers to complete certification requirements.

Another point required by the teacher in the teaching of pronunciation is the techniques. Anthony in Richard and Rodgers (1986) gives the definition of a technique as an implementation which actually takes place in a classroom. It can be a particular way or strategy used to accomplish the learning objective. The teacher's

techniques then must be consistent with the teaching method so that the teaching and learning process can be done well.

#### b. The Students

The students are also one of components in the teaching and learning process. Bloom (1976) describes that learning takes place through the active behavior of the students. Crystal (1987) asserts that individual differences among the learners especially in personality and motivation can influence the teaching output. Burden (1997) explains that the students have different characteristics in learning the language such as age, gender, personality, motivation, self-concept, life experience, and cultural background. Besides, students' social and psychological factors can affect their improvement in the teaching-learning process.

The students' performance also influences on the students especially in teaching-learning. According to Nasri and Ahmed (2006), the factors affecting students' performance are efforts to learn, age, and a good relation between students' learning style and the teacher's style. They also state that class attendance and participation also influence students' performance.

Yates (2000) finds that students' performance can be assessed by doing observations, performance assessments, and portfolios. Yates (2000) also emphasizes that assessment on students' performance provides valid and valuable information. It can be done by paper and pencil test as an example. Assessment tools include observations, rubrics, multiple choice tests, and so on. It also provides the teachers with information about how the students acquire and apply the target language.

#### b. The Materials

The success of the teaching of pronunciation also depends on the use of the materials. The choice of the materials influences the students' motivation and interest to pronounce. By using them, the pronunciation features are conveyed. Effective materials can promote the learning of vocabulary, grammar, structure, speaking, pronunciation, and so on. Besides, the four language skills (listening, speaking, reading, and writing) can be developed by using them. The materials are said to be success if the students can achieve the learning goal and when they are interested to the lesson.

According to Roosner (1989) in Nunan (1991), the teacher should give the materials which provide new information about the target language, comprehensible input, grammatical and communicative consciousness, stimulating and communicative situations outside the classroom, for testing and assessment, and also for increasing motivation and interest in learning.

The effective materials are the materials which are based on an understanding of the learner's needs, for example, their language difficulties, learning objectives, and learning skills. They should be valuable and useful to the learners. They should also maximize their needs. The teacher needs to consider the quality and quantity of the materials. Mercer (2005) notes that the teacher has three options while choosing the materials. They are: 1) he or she can adapt a learning material and use it as designed, 2) he or she can use the materials which meet the instructional needs of

specific students, and 3) the teacher can create the materials by him or herself and apply them to the students.

Moreover, the teacher must choose good materials. Hutchinson and Waters (2000) say that good materials will contain interesting texts, enjoyable activities which engage the learner's thinking capacities and opportunities for the learners to use their knowledge and skills, and material content which both learners and the teacher can manage. Kayi (2004) suggests that the English teachers should provide meaningful tasks that promote oral communication in the classroom. He also gives the example of pronunciation materials such as cards and pictures. The students can use cards to ask open-ended questions in pairs and also to guess them. Pictures are used to tell the story about them or to describe what it is the picture. It can arouse their creativity and imagination in pronunciation well.

Murcia (2001) suggests good materials for teaching pronunciation. They are as follows:

- a. Contextulized minimal pair: it emphasizes on meaningful contexts.
- b. Cartoons and drawings: it can be used show the production of particular sentences. In the description and analysis stage of teaching pronunciation, the teacher can present cartoons to the students.

- c. Gadgets and props: it helps the students to understand the rhythmic patterning of stressed and unstressed syllables.
- c. Rhymes, poetry, and jokes: they have strong patterns of stresses and unstressed syllables that help the students listen to the rhythm of English.
- d. Drama: it has various components of communicative competence (discourse intonation, pragmatic awareness, and nonverbal communication).
- e. Kinesthetics activities: It means that the students learn pronunciation not only the way they utter or pronounce but also to use their body movements/gestures.

These are only some components which support the teaching and learning process especially in pronunciation. They encourage the students to become active in the classroom. They also offer good atmosphere in the teaching of speaking. Besides, teaching-learning participants must join together in order to create successful the teaching of pronunciation.

## **6. The Nature of Songs**

A song is an essential part of human existence. Different kinds of birds have different cries, songs, and melodies to communicate their world. Similarly, the song is used by human beings to express their thoughts and feelings about their inner world as well as their social world. It is hard to imagine a culture without music. Thus, the

song can be seen as the soul of human culture. In the English teaching-learning process, the song has become popular and it starts in schools.

Halpern (1999) describes many factors that influence learning. One of them is the sound of music. When one thinks of song, the first thing in his or her mind is enjoyment. Its' entertaining function is widespread in many human activities, individually, and collectively. The sound of music brings into the world magic power to activate the mind, to make comfort the soul when it is on pressure, and to heal the body when it is hurt. Its' magic power is the reason why children love to play with songs and rhymes even at an early age in life.

Song generally consists of tunes, melodies, rhymes, and lyrics. The role of song can be divided into two aspects: participant-oriented and performance-oriented. It refers to the joy of song brings to each individual as an active music participant. They are actually involved in the performing act such as singing a song, whistling a tune, or playing a musical instrument. Then, it focuses on the product such as a performance on a stage and a record or cassette of songs normally performed by well-known singers.

## **7. The Songs Criteria in Language Learning**

The teacher should put songs in language learning. It is because they have various vocabularies which are useful for the students. He or she must pay attention when applying songs in language learning. He or she must use songs which can be applied to all grade level especially to the junior high school students. There are different ways to apply songs according to different students' levels. Songs for



children must be learned easily and pick up a lot of new words. It is because they love to sing and play in the new language. Songs for teenagers then must pursue the students to learn vocabulary and gain fluency. They also must give them opportunities to repeat the same words or structural items many times without fear of making mistakes. Meanwhile, songs for adults emphasizes on the grammatical content in the song lyrics. The songs which are used must be higher level of difficulty than children and teenagers. It aims to improve their grammar competence.

Pammeroy and Waldman (1988) describe the guidelines for selecting songs:

1) songs must be a single able in length, range and rhythm. It means that verses should be short and the melodies should have a one-octave range also uncomplicated rhythm pattern. They tend to make the students easier to learn the songs and 2) songs should have repetitive lyrics or a chorus which are easy to learn. It means that words in the song lyric must be able to be repeated many times in order to make the students sing fluently. It can help them to pronounce the words of song lyrics.

These guidelines above can help the teacher in choosing proper songs to the students. If the teacher applies them well, the students can participate in the lesson well too.

## **8. The Benefits of Using Songs in Teaching Pronunciation**

One of the key factors in learning a foreign language is the ability and the opportunity to play with it. According to Maley in Rivers (1990), a song can be the excellent medium with this can be done. Songs arouse playfulness in the pupils because songs are relaxing. They provide variety in vocabulary and fun atmosphere

and also encourage harmony within an individual or within a group. Furthermore, the use of songs may offer active both for teacher-students and students-students interactions. Songs also facilitate them to have meaningful exchanges of ideas.

The language teachers can and should use songs as a part of their classroom-teaching source. Songs contain authentic language which are easily obtainable, included vocabulary, grammar and cultural aspects and also are fun for the students. They can provide valuable speaking, listening, and language practice in and out of the classroom. Some the key reasons that show songs can work well in the foreign language classroom. They are as follows:

- a. song almost always contain authentic and natural language

Songs can become an interesting thing by using natural and fun language. For example, they can use love, peace, friendship, and nationality themes. With careful attention, a wide source of usable songs for the language learning can be gathered.

- b. variety of new vocabulary can be introduced to the students through songs

Songs are always gained from the native speakers so that they usually contain contemporary vocabularies, idioms, and expressions.

- c. songs are usually easily obtainable

Songs are usually not difficult obtained. Many sources may be available including the students themselves. They can be attained from MP3s, CDs, cassettes, internet, and so on.

- d. songs can be selected to suit the needs and interests of the students

There are many songs which are available to the students of junior high school, especially they are teenagers. The selection of songs with suitable themes, levels, and vocabularies can make them easier in English learning.

- e. grammar and cultural aspects can be introduced through songs

By using songs, the teacher can introduce grammar and cultural aspects to the students. Song lyrics then can help them to learn grammar.

- f. time length is easily controlled

A song can be used in the course of a planned lesson. It is very flexible to the teacher to apply it in the teaching of pronunciation.

- g. students can experience a wide range of accents

A good thing is that the teacher can stimulate the students to use the kinds of English accents. British English, American English, and Caribbean English are all available accents used in songs. Accents are too well represented by songs from different regions and in a variety of types and formats. For example, Gospel, Soul, R n B, Rock, Reggae, Jazz, and other styles change not only accents but also vocabularies.

- h. songs can be used in relating to the situation of the world around us

Songs have been used as the tools of protest of civil rights, worker rights, even prisoner's rights along with an untold number of other causes. They have talked on pollution, crime, war, and almost every social theme or cause.

- i. the students think songs are natural and fun

The students especially the teenagers mostly like to listen and sing the songs which are close to their daily lives. They very often sing themes such as love, first love, friendship, and so on.

These are only some of many reasons songs are useful in the language classroom. They contain authentic language which are easily obtainable, provide vocabulary, grammar and cultural aspects, and also are fun to them. They provide enjoyable speaking, listening, vocabulary, and language practice both in and out of the classroom. Therefore, the English teachers should consider using songs as a regular part of their classroom activities especially in the teaching of pronunciation.

### **9. The Use of Songs in Teaching Pronunciation**

Songs are one of the most attractive and culturally rich resources that can easily be used in the language classrooms. They offer a change from routine to fun classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing.

Songs also release an anxiety and an inhibition in the second language students. Furthermore, it is a great motivator and its lyrics are often meaningful. At beginning levels, music can be used to teach basic vocal. Colors, body parts, simple actions, clothes, and name of people are only a few of the examples can be taught through song. The teacher does not have to be talented in music to make it memorable experience. Records or cassettes can be used to apply songs in the teaching of pronunciation.

There are many songs available to the students from the intermediate to the advanced levels. Surprisingly, a serious study has been done on the appropriateness of music for teaching a second language. Murphey (1992) views at the characteristics of fifty pop songs and found them to be repetitive, basically simple, conversation like, and clear enough to allow for very different interpretations. He also argues that these discourse features and the memorable song make them potentially rich in learning materials. If someone uses pop songs as a text, the lyrics should be duplicated therefore the students can have their own copies to take the words home and share it with the family and friends. When presenting a song in the class, the students are firstly asked to listen to the song played on a CD or a cassette. Then, the teacher can ask them to read the song lyrics and play the song again. The third time the song played, the students will probably sing along with the teacher and the recording. He or she should give the students time to ask about unfamiliar words or phrases. A discussion among the students relating the song to their own lives can also be done.

The use of songs in the teaching of pronunciation makes the students to be able to master the pronunciation features such as stress, rhythm, and intonation. Encouraging the students to clap the beat as they go along or say rhymes will help them to develop a sense of rhythm in English.

## **B. Conceptual Framework**

Pronunciation is one of the important aspects in the learning of English. Pronunciation itself has purpose that is to convey the messages or the ideas

obviously. However, in the reality, according to the researcher's experience, many students still have insufficient pronunciation.

Then, the researcher describes the teaching-learning of pronunciation process. They are teachers' performance in pronunciation, students' performance in pronunciation, and the result of pronunciation improvement.

Teachers' performance in pronunciation is affected by three factors. They are teachers' roles, teachers' techniques, and students' skills and performance. Teachers' roles can be seen from students' interest and motivation. Teachers' techniques can be seen from learners' need, the way to motivate the students, authentic sources, feedback, and correction. Students' skills and performance can be seen from students' scores.

Students' performance in pronunciation is influenced by three factors. They are students' characteristics, students' assessment, and standard performance. Students' characteristics are identified from age and gender; personality and self-concept; motivation; and cultural background. Students' assessment can be seen from observation, students' performance, portfolio, and paper and pencil test. Standard performance includes excellent, very good, good, poor, and very poor.

The result of pronunciation improvements are the students pronounce well, students' pronunciation has improved, teachers' performance has improved, and students' performance in pronunciation has improved.

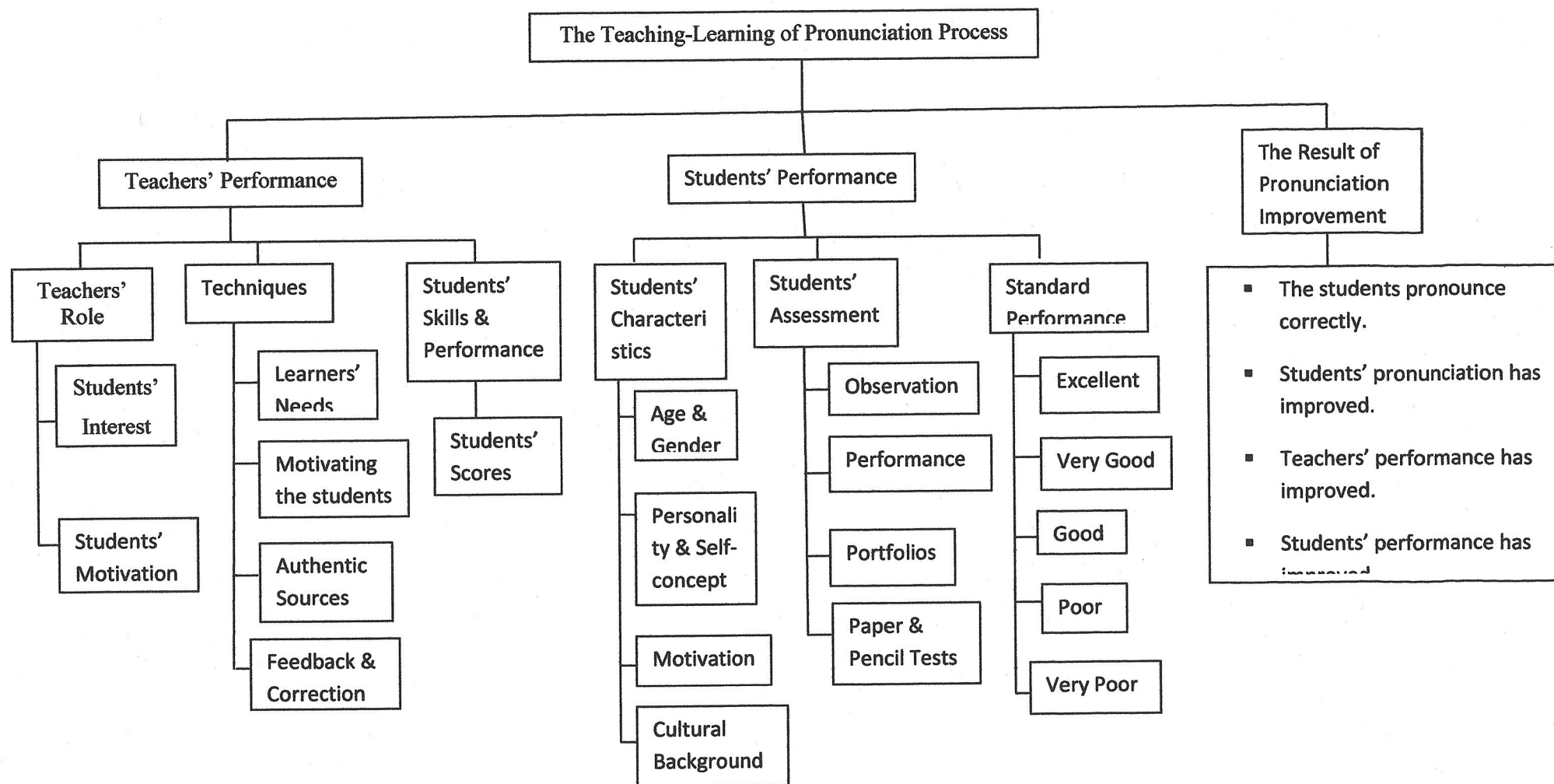


Figure: The Analytical Framework of the Teaching-Learning of Pronunciation Process

### **CHAPTER III RESEARCH METHOD**

#### **A. Type of the Research**

This research on improving students' pronunciation through songs to the second grade of SMPN 1 Tasikmadu Karanganyar is action research because it attempted to improve the pronunciation teaching and learning process by involving participants in the setting where the research was done. Gathering of obstacles and the weaknesses of the pronunciation teaching and learning process; identification of the gathered problems; planning; carrying out the actions; evaluation; and also reflection of the implemented actions were done collaboratively with the research members involved.

#### **B. Definition of Action Research**

Kemmis and Taggart (via McCutcheon and Jung: 1990) in Suharto (2003: 159) state that action research:

Action research is characterized as systematic inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry. The goals of such research are the understanding of a rationale or philosophy of practice in order to improve practice.

The explanation above shows that action research is an effort of inquiring to understand practice activities and finding of rationale articulation or practice philosophy so that can improve the practice.

Burns (1999) describes action research as the way to solve the problem and increase the quality of the action which entails the collaboration and cooperation of researchers, practitioners, and laymen. She also proposes the action research features. First, action research is contextual, small scale, and limited as it



identifies and investigates problems within particular situation. Second, action research is evaluative and reflective which aims to carry out change and improvement in practice. Third, action research offers collaborative investigation among the members of the colleagues, the practitioners, and the researchers. The last, action research emphasizes on the collections of information or data to evaluate the changes in practice.

Adams (2006) has summarized some principles of action research. They are: 1) action research is an effective method for individuals to discover the nature of their practice and to improve it, 2) action research uses action as a tool of research; planned change is implemented, monitored, and analyzed, 3) action research goes on an action-reflection cycle or spiral, 4) action research is carried out by individually or collaboratively.

Based on the explanations above, it can be concluded that action research is collaborative attempts to solve the problems in schools that includes teachers, students, principals, and administration staffs.

### **C. The Data Collection Techniques and Data Analysis**

#### **1. Data Collection Techniques**

The data were qualitative in natures which were supported by the quantitative data. The data collected were aimed at explaining the changes after doing the action. To get the data, the following data collection techniques were used:

a. Observation

The observation was held in order to know what occurred in the classroom before after the action was done. The result of observation was used to gain information for supervising and investigation on the next action plan. The observation was reported in the form of field notes. It explained what occurred in the classroom. The explanation was the implementation of using songs to improve students' pronunciation in the teaching-learning process.

b. Interview

The interview was conducted to gain the data about the students' and teachers' performances while and after the teaching and learning process. The interview data were the teacher and students answers related to their opinion and suggestions about the teaching-learning pronunciation by using songs. The English teacher and some students of second grade in SMPN 1 Tasikmadu were interviewed after the action was implemented.

c. Questionnaire

Before planning the actions, the questionnaire was given to the students to know their difficulties in learning pronunciation and teachers' performance while teaching pronunciation. The questionnaire would be used to support the results of the observations and interviews. The researcher used open questionnaire type in order to give chance to answer wider to the respondent so that the given answers also appropriate with the real situation; freely; spontaneously; and proper diction. Each questionnaire had fifteen questions. They are three questionnaires used in this research. One is for the teacher and two questionnaires are for the students.

#### d. Pronunciation test

The tests were pre- and post- tests. They aimed to assess the students' pronunciation before and after doing the action. The results of the tests provided information about the success of the actions. The pre-test was taken from *the Bridge English Competence for SMP Grade VIII* published by Yudhistira. Meanwhile, the post-test used the songs which implemented in teaching-learning.

## 2. Data Analysis

There were two techniques of the data in this study. They are qualitative and quantitative. The qualitative was obtained from the classroom observation, the interview with the English teacher and the students, and the questionnaire. Then, the quantitative was obtained from the pronunciation tests (pre- and post-tests).

Madya (2006: 75-76) asserts that “*dalam menganalisis data yang menggunakan teknik analisis kualitatif, yang salah satu modelnya adalah teknik analisis interaktif yang dikembangkan oleh Miles dan Huberman (1984: 21-23).*” She points out that interactive analysis consists of three activities: data reduction, data display, and conclusion drawing.

The first was data reduction. It was a process of selecting, deciding of research focus, simplifying, summarizing, and changing the form of raw data which were in the field notes. It was done by sharpening, classifying, focusing, eliminating the meaningless data, and ordering them so that the final conclusion could be drew and verified. For example, the data of the English teaching and learning process from the vignette in chapter four could be reduced by focusing on teachers' attitudes in the beginning, main, and end of the lesson. In the main

lesson of learning could be reduce by focusing on whether the teacher's attitude in the classroom such as efforts to help or to facilitate students to use grammar to express meaning/message, efforts to help or to facilitate the students using some expressions to communicate, efforts to motivate the students or to improve their confidence by praising them for their improvements, and efforts to help the students to improve their English fluency, and efforts to improve English accuracy. By reducing the data of the English teaching-learning process, it could be drew a conclusion whether the teacher emphasized on the improvement of communication skill or only taught language elements (structure, vocabulary, pronunciation, and spelling) to the students.

The research data reduced were needed to be described orderly in the form of narration and added by matrix, graph, or diagram. It was called data display. Data display which systematic, interactive, and inventive would ease the understanding of what had happened during the research so that made easy the conclusion drawing or decided the next action.

Conclusion drawing was done gradually. It started from temporary conclusion in the end of Cycle One, to the revised conclusion in the end of Cycle Two, and the final conclusion was in the last cycle. The conclusion which was made should cover all the changes/improvement toward the researcher and the other research members and the situation which the research was done.

Meanwhile, the quantitative data taken from the pronunciation test were examined by using descriptive statistics. The descriptive statistics aimed at giving description about the students' learning accomplishment before and after

implementing the songs. The statistics used in the computation were the mean which is the average score attained by the students. From the results of the speaking test, the students' development was recognized.

#### **D. Data Validity**

Madya (2006: 37-38) stated that:

*Burns (1999: 161-162) menyitir Anderson dkk (1994) yang mengemukakan lima kriteria validitas yang dipandang paling tepat untuk diterapkan pada penelitian tindakan. Kelima kriteria validitas tersebut adalah validitas demokratik, validitas hasil, validitas proses, validitas katalitik, dan validitas dialogis, yang harus dipenuhi dari awal sampai akhir penelitian, yaitu dari refleksi awal sampai pelaporan hasil penelitian.*

Validitas demokratik (democratic validity) was gained by giving chances to the teacher and the students to give their ideas, suggestions, and comments about the implementation of the research. It aimed to find solutions of the problems. For example, in the action research to enhance the quality of the English learning process, in the beginning stage the teachers, the students, the principal, and also the parents were given chances or encouraged to express their ideas and comments about the situation and condition of the teaching-learning process. It was done by interviewing the teacher, the principal, and the students about their ideas, suggestions, critiques, and comments after the action. The result of interview was used to solve the problems during the research and to improve the next action plan. To assess *validitas hasil* (outcome validity), the researcher reflected the action. The success and the failure of the action and also the problems found in the action were the factors to reflect the action.

Validitas proses (process validity) put emphasis on trust and competence in research. It meant that the researcher decided how sufficient the process of research implementation occurred. It could be done by reviewing the result of the action, that was whether the students could recognize their mistakes and tried to revise them. Besides, it must be supported by the researcher's ability to collect the data, such as by doing observation and made field notes and diaries. Trust and competence in research data collection through observation on research's participants highly determined the quality of the action and data collection process. Meanwhile, *validitas katalitik* (catalytic validity) was related to how far the research's participants broaden their comprehension to the social reality and how they could organize its change. Catalytic validity could be seen from the aspect of the teacher's comprehension improvement to the inhibiting or facilitating factors in the teaching-learning process. Inhibiting factors were afraid of making mistakes, anxiety, shy, and so on. The facilitating factor was the teacher's effort to motivate the students and appreciate their works. The efforts to fulfill catalytic validity were done through the cycles of action plan, implementation, observation, and reflection. Finally, *validitas dialogik* (dialogic validity) was done by doing discussion with the teacher and the students to improve the next action. It was used to determine the success and weaknesses in the action.

The way to improve the data validity was to minimize subjectivity through triangulation. Burns (1999: 164) in Madya (2006: 44) explained that "forms of triangulation are time, space, researcher, and theoretical." Time triangulation

could be done by collecting the data in different time. Space triangulation could be done by collecting the similar data in the different places. Theoretical triangulation could be done by comprehending the indication of particular behavior and supported by different theories which related to each other. The research used time and theoretical triangulation in order to improve the data validity.

#### **E. Reliability**

Ensuring the data reliability could be done by presenting authentic data such as interview transcripts and field notes. The other way was by using more than one data source to get the similar data. For example, the data of action implementation was attained by interviewing the English teacher, observing the teaching-learning process, recording the teaching-learning process, or interviewing the students who became the participants in research.

#### **F. The Procedure of the Research**

According to Kemmis and Taggart as quoted by Burns (1998), there are four important points in action research. They are planning, implementation, observation, and reflection. Those are basic steps in a spiraling process. Through those steps, the research's participants are responsible to: 1) develop an action plan, 2) implement the action plan, 3) observe the action process, and 4) reflect on the results of the action.

The procedure of research in improving students' pronunciation through songs in the second grade of SMPN 1 Tasikmadu began with determining the

thematic concern of reconnaissance, planning, implementing, observing, and reflecting. Below the explanation of each step:

### 1. Determining the thematic concern

This step was done by interviewing the English teacher and the students and giving the questionnaire which were used to identify the problems related to the pronunciation teaching and learning process. Observing the teaching-learning process was done after interviewing the English teacher. Based on the result of questionnaire, the interview, and the observation, the problems in the pronunciation teaching-learning process were classified to be solved based on the priority scale. The problems were the teacher never used any teaching materials, the students felt shy and were not confident in the class, and the students lacked materials to be learnt.

### 2. Planning

All of research participants discussed to plan some actions to be implemented in the classroom. Songs were chosen as the teaching material to improve pronunciation. Then, some activities to improve pronunciation were determined. The action plans were giving more pronunciation practices to the students, encouraging the students in the class by using competition, and implementing the songs in the teaching of pronunciation.

### 3. Implementation and observation

The implementation of the action was observed. The problems found during the actions were noted and discussed with the English teacher to improve the next actions. In the actions, the researcher was also as the teacher. Therefore,



the interviews with the English teacher and the students were done after the teaching-learning process ended.

#### 4. Reflection

In the reflection, there were discussion and evaluation of the implemented actions. All of the research members discussed the effectiveness of the actions as well as the problems occurred in the classroom during the implementation of the actions. The evaluation was used to note the report of the research and explained the effects of the actions on the students' pronunciation. The actions which failed were revised with the appropriate one and the action which successful was used in the next cycle.

### **G. The Setting of the Research**

The researcher conducted this action research in the academic year of 2009/2010. The research took place at SMPN 1 Tasikmadu, Buran Tasikmadu Karanganyar. The research focused on the VIII G class. It consisted of twenty nine students.

The English class was scheduled three times a week. On Wednesday, the English class was from 09.15 to 09.55 whereas on Thursday, it was from 07.00 to 08.20 and on Saturday, it was from 09.55 to 11.55. The research was scheduled from March to May 2010.

Interviewing the English teacher related to the problems in the speaking teaching-learning process was started on March 22, 2010. The interview was followed by the classroom observations on March 25<sup>th</sup>, April 17<sup>h</sup>, 22<sup>nd</sup> and 29<sup>th</sup>,

2010. Interviewing the teachers and the students was conducted after observing the teaching and learning process. Distributing questionnaires and giving pretests to the students were also done to identify the obstacles in the teaching and learning process. Finally, the result of the interviews, the observations and the questionnaires were discussed with the English teacher.

The actions were planned on March 22 to May 8, 2010. The possible actions for the problems were discussed. Based on the reflection of the whole actions, the improvement of the actions would be conducted in Cycle 2. The posttest was given on April 29<sup>th</sup>, 2010.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND INTERPRETATIONS**

#### **A. Sharpening the Problems**

To find the problems, the researcher interviewed the English teacher and the principal. Interviewing the teacher about the difficulties and weaknesses related to the pronunciation teaching-learning process was done on February 22, 2010. The students were also interviewed to add the gathered data. Besides, the researcher also conducted the observations of the classroom activities on February 22, 24, March 5, and 7, 2010. The results of the observations were presented in the field notes. The situation of the teaching and learning process could be seen in the vignette below.

**Date : February 22<sup>nd</sup>, 2010**

**Place : VIIIIG class**

The English teaching and learning was on Friday at 08.00 a.m. The teacher entered the class after the break. The researcher followed the teacher to the class. The teacher greeted the students and they answered his greeting. Then, he introduced the researcher to the students. After doing the introduction, the researcher was asked to teach at that time because before doing the research they had agreed that the researcher acted as the teacher too.

Firstly, the researcher greeted the students and explained her purpose in the class. Then, she called the students one by one to know them and to check the attendance list.

Because that day was the first time for her to teach VIIIIG, the English teaching-learning only discussed about the pronunciation activity in the class. The students said that activity only discussed the learning material from the textbook. The teacher also only gave the speech text and asked the students to read it. Then, after they read the text, the teacher gave the correct pronunciation directly when they made some mistakes. The researcher also asked them whether the teacher gave them the phonetic transcription and they answered that he never gave it. After the researcher

thought that information was adequate. She asked some students to read the speech text in order to know their pronunciation.

The bell rang at 09.30 a.m. The researcher ended the lesson and told the students that the next meetings she would teach them.

Considering the results of interviews, field notes, questionnaires, and pre-tests, the researcher found the problems in the class. After discussing with the English teacher, the crucial problems which were required to be solved were: 1) students' pronunciation was limited; 2) the teacher did not know how to modify the lesson and the learning materials were not used optimally in the lesson; 3) the students were not brave to pronounce in the class.

The next step was analyzing the crucial problems based on the possible causes that were influenced by many factors, such as the teacher, the students, the learning material, the teaching method, and the learning facility. Among the possible causes, the main causes of the problems were on the students, the teacher, and the learning material. The following table shows the results of the analysis:

**Table 1: Main Causes of the Problems**

No.	Problems	Main Causes
1.	Students' pronunciation was poor.	There were no pronunciation practices for the students in the class.
2.	The teacher did not know how to modify the learning materials.	The teacher did not use variation in the learning materials.
3.	The students were not brave to pronounce in the class.	The students lacked confidence and motivation from the teacher.

From the main causes above, the implemented actions were discussed. They were giving the students more pronunciation practices, implementing songs in the class, and encouraging the teacher to motivate his students in the class.

**Table 2: Actions to Overcome the Problems**

No.	Problems	Main Causes/Reasons	Actions	Purposes
1.	Students' pronunciation was poor.	There were no pronunciation practices for the students in the class.	Giving more pronunciation practices to the students	To improve students' pronunciation
2.	The teacher did not know how to modify the learning materials.	The teacher did not use variation in the learning materials.	Implementing songs in the class	To improve teachers' performance by using learning materials
3.	The students were not brave in the class.	The students lacked confidence and motivation from the teacher.	Encouraging the teacher to motivate his students in the class	To make the students feel confident in the class

## **B. Findings and Interpretations**

### **1. Cycle 1**

#### **a. Giving more pronunciation practices to the students**

### 1) Planning

The researcher planned to give more practices to the students by using the dialogues in the textbook. The topics of the dialogues were *Responding to Someone's Offer* and *How to be a Good Listener*. The students were asked to read the dialogues and practice them in pairs and groups. Then, after practicing the dialogues, they were also asked to practice in front of the class. The researcher did the observation and reviewed the result of it.

Giving the dialogues to the students aimed to practice students' pronunciation. The dialogues contained many English words which were good for their pronunciation practices. Besides, the dialogues gave them opportunities to improve their confidence by performing them in front of the class.

The result of the discussion with the English teacher showed that the students still made mistakes when pronouncing English words. Therefore, they would be taught pronunciation by using the dialogues from the textbook. The English teacher agreed with the researcher's plan. It could be seen from the interview below:

- Teacher: *Baiklah. Nanti itu kita membahas dialog, ya?*(Well. We will discuss dialogues, won't we?)
- Researcher: *Iya, Bu. Saya membahas dialog dari buku Unit 5 temanya Rekreasi.*(Yes, Ma'am. I discuss the dialogues taken from the textbook Unit 5 with the theme Recreation.)
- Teacher: *OK. Kitamembahas Unit 5 tema Rekreasi.*(I see. We discuss Unit 5 with the theme Recreation.)

(Interview 2, Appendix 2)

## 2) Implementation

The implementation was conducted on March 5<sup>th</sup>, 2010. In the first and second meetings of Cycle 1, the students were given the dialogues with the topic of *Responding to Someone's Offer*. Meanwhile, in the third and fourth meetings, they were given the topic of *How to be a Good Listener*.

Before discussing the dialogues, the researcher gave the explanation about the topic. She explained the use of the English functions in the dialogues. Then, the researcher asked the students to practice in pairs and groups. The conversation below showed the occurrence when the researcher teaching the dialogues to the students.

Researcher: *Baiklah anak-anak. Kalian tahu kan kalau ada banyak kegunaan bahasa Inggris?* (OK class. Do you know that there are many English functions?)

Students: ... ? (The students were silent.)

Researcher: *Kita akan mempelajari kegunaan bahasa Inggris di Unit 5 dengan tema rekreasi. Kalian kesulitan nggak mengucapkan beberapa kata bahasa Inggris di Unit 5 itu?* (We will learn the English functions in Unit 5, Recreation. Do you have difficulties in pronouncing some words in Unit 5?)

Students: Ya Miss. (Yes, Miss.)

Researcher: *OK. Kalian baca dulu dialognya nanti kita bahas sama-sama.* (OK. You read it first then we discuss together.)

(Interview 6, Appendix 2)

### 3) Observation

The observation was done by the researcher who was also as the teacher during the implemented action. She observed the teaching-learning process by monitoring the students' activity in the classroom. In the first and second meetings, the students still felt confused, shy, and afraid when they were asked to pronounce. They still had difficulties to memorize words and pronounce accurately. However, in the third and fourth meetings, there was a little improvement on the students. They began to try to pronounce in the class.

### 4) Reflection

In the four meetings, the teacher gave the dialogues with different topics. The action gave quite good results. In the first meeting, the students were given the dialogues with language expressions of offering, accepting, and refusing something. The dialogues contained the use of those expressions in daily life. The students were interested in the dialogues because they were about teenager's life. The following interviews showed the student's response to the lesson.

Researcher: *Topik dalam dialog tadi menarik nggak?*(Is the topic in the dialogue interesting for you?)

Student 2: *Ya, menarik.*(Yes, it is.)

Researcher: *Kenapa?* (Why?)

Student 2: *Menarik karena dialognya tentang kehidupan remaja.*(Because it is about teenager's life)

(Interview 9, Appendix 2)



Researcher: *Menurut kamu dialog tadi sulit nggak?* (Are there any difficulties?)

Student 3: *Sejauh ini belum ada, Miss.* (Emm.... So far, there are no difficulties, Miss.)

(Interview 10, Appendix 2)

The dialogues with language expressions of how to be a good listener in the third and fourth meetings made the students learn speaking easily. The vocabulary in the dialogues was understandable for the students so that they could understand the dialogues well. The interviews below showed the student's response to the topic of the dialogue and the benefit of the dialogue according to the teacher.

Researcher: *Topik dialognya? Menarik?* (What about with the topic? Was it interesting?)

Student 1 : *Lumayanlah... Kita jadi tahu gimana jadi seorang pendengar yang baik buat temen kita.* (Not too bad. It was a nice topic. We are able to know how to become a good listener for our friends.)

(Interview 11, Appendix 2)

Researcher: *Kalau dari segi kemanfaatan dialognya sendiri bagaimana Pak?* (What about with the benefit of the dialogue?)

Teacher : *Maksudnya dari isi?* (Do you mean from the content?)

Researcher: *Iya.* (Yes)

Teacher : *Ya....bagus. Mereka paham tentang penggunaan kalimat-kalimat expresi menjadi pendengar yang baik.* (Yeah...Good. The students understood about the use of expressions of how to be a good listener.)

(Interview 16, Appendix 2)

However, there were some students who were still shy and not confident to perform the dialogues in front of the class. Some of them were afraid to make

mistakes when performing in front of the class. This made the students unmotivated to practice the dialogues in front of the class. As a result, the students did not know how far their pronunciation was. The following field note showed the barriers which were experienced by the students during the teaching and learning process.

Researcher: *Sekarang dilihat catatannya, ungkapan-ungkapan itu.. Masih bingung?*(Now look at your notes. Are there any difficulties?)

Students: ... (The students were silent.)

Researcher: Positive responses *dipakai untuk merespon pernyataan positif sedangkan negative responses dipakai untuk merespon pernyataan negatif*. (Positive responses were used to respond the positive statements. Negative responses were used to respond negative statements.)

Researcher: *Baiklah. Ayo kita praktekan dialog tersebut di depan kelas.* (Well. Let's practice the dialogues in front of the class.)

Students: ... (The students were still silent.)

(Field Note 4, Appendix 1)

Researcher: *Kenapa kamu kok malu perform dialognya di depan kelas?* (Why are you shy to perform the dialogue in front of the class?)

Student 5: *Ya, saya nggak pede, Miss. Saya takut salah.* (Ehmm...I'm not confident, Miss. I'm afraid if I make mistakes.)

(Interview 17, Appendix 2)

## **b. Implementing Songs in the Class**

### **1). Planning**

The teacher implemented songs in the class. This action was aimed to make the students full of spirit and enjoy the lesson. Besides, it was expected that the

students could improve their pronunciation. The songs would help the students to learn English phonetics and phonology.

## 2). Implementation

The implementation was done on April 17, 19, 21, and 23, 2010 used a song from Westlife entitled 'More than Words'. The students were given the lyrics. Then, the teacher let the students listen to the songs three times. Then, the teacher asked the students to sing together with her. The students were grouped into seven groups; each group consisted of three students. The teacher asked the students to listen to the song first and practice it in groups. Then, the students were asked to perform or sing it in front of the class.

## 3). Observation

After conducting the action, it can be found that the implementation of songs got positive responses. When the students listened to the songs, they were happy, as stated below.

- R : *Nah sekarang kalo dikasih lagu pas jam pelajaran bahasa Inggris itu gimana pengaruhnya ke Yossy?*(Well. Now, if you are given a song in the speaking lesson, what is the impact on Yossy?)
- S : *Emm... gimana ya. Ya yang pasti seneng gitu.*(Emm... Certainly I enjoy the lesson.)
- R : *Ada perubahan nggak?*(Are there any changes?)
- S : *Ya ada.* (Yes)
- R : *Perubahannya apa?*(Why is it?)
- S : *Pelajaran speaking jadi lebih enak sama enjoy.* (The speaking lesson is fun and I enjoy the lesson.)
- R : *Tadi saya nyuruh kamu maju ke depan buat nyanyi, pendapat kamu gimana?*(When I asked you to sing in front of the class, what is your opinion?)

- S : *Hee... ya bagus. Jadi pede kalo nyanyi lagu berbahasa Inggris.*(Hee.. It is good. I become confident if I sing English songs.)
- R : *Kamu merasa kesulitan tadi?*(Do you have any difficulties?)
- S : *Belum. Tadi lagunya kan dibahas bareng.* (Not yet. The song is discussed together.)
- R : *Kalau mengucapkan kata-kata yang ada dalam lagu?*(What about pronouncing the words in the song?)
- S : *Lumayan. Kan melatih pronunciation kita juga.*(It's not too bad. It practices our pronunciation.)

(Interview 18,Appendix 2)

- R : *Menurut Lili, penggunaan lagu tadi untuk belajar speaking gimana?* (What is your opinion about the use of the song in learning speaking, Lili?)
- S : *Bagus.*(It is good.)
- R : *Bagusnya gimana?* (Why is it?)
- S : *Emm... gimana yo... Lebih antusias! Lagipula di kelas jadi nggak ngantuk.*(Emm... We are more enthusiastic! Moreover, we do not feel sleepy.)
- R : *Emang ada perbedaan suasananya antara sebelum dan sesudah pake lagu di kelas?* (Are there any atmosphere differences before and after using songs in the class?)
- S : *Ya suasananya lebih fun aja mbak di kelas.*(The atmosphere is more fun.)
- R : *Jadi penggunaan lagu tadi sangat bermanfaat buat kamu dong.*(So, the use of the songs is very useful for you?)
- S : *Iya.*(Yes.)
- R : *Selain itu ada lagi nggak?* (Is there anything else?)
- S : *Pronunciation aku jadi meningkat mbak.* (My pronunciation has improved, Miss.)

(Interview 19,Appendix 2)

Most of the students were active in this session. They enjoyed singing the songs. They were motivated because the songs were related to their life as teenagers

and about love. Besides, songs related to their life would make easier for the students to grasp the learning material especially in pronouncing English words, as a student stated below.

- R : *Gimana menurut kamu sama pelajaran tadi?* (What is your opinion about the lesson?)  
 S : *Seneng.* (I am happy.)  
 R : *Senengnya gimana?* (Why is it?)  
 S : *Oh... Itu kita bisa nerima pelajaran dengan nuansa baru, jadinya nggak bosan. Sebelumnya kan gurunya cuman nerangin materi tok.* (Oh... We are able to accept the speaking lesson with a new nuance, so we do not get bored. Previously, the teacher only explained the material from the textbook.)  
 R : *Trus, dari soal-soal tadi, kamu menemui kesulitan nggak?* (Then, from the questions, do you find any difficulty?)  
 S : *Enggak, Miss.* (No, Miss. )  
 R : *Bagus. Jadi sudah lancar dong kalo ngomong bahasa Inggris?* (Good. So, you can speak English fluently, can't you?)  
 S : *He he... ya sudah Miss...* (He he... Yes, Miss.)  
 R : *Ada gunanya nggak waktu kamu maju ke depan kelas?* (Is there any benefit for you when performing in front of the class?)  
 S : *Maksudnya Miss?* (Pardon, Miss?)  
 R : *Ya pronunciation kamu jadi meningkat nggak gitu lho.* (Has your pronunciation improved?)  
 S : *Meningkat Mbak. Soalnya dihapalin liriknya.* (Yes, Miss. It is because I memorize the lyrics.)

(Interview 20, Appendix 2)

#### 4). Reflection

Songs were very good in preventing the students' got bored in the speaking activity. Songs could refresh their mind in the teaching and learning. It gave a new nuance in the class. Besides getting happiness, the students could also get information about the lyrics.

Moreover, songs would make the students experience real-life situation. Songs allow no time for translation, so the students do not try to translate anything; they guess the meaning of most words, expressions, and collocations. They are meaningful so the students keep in the memory a lot of useful words and learn to act in real-life situations. It meant that they should understand what they are singing and it should be an enjoyable experience. Teaching English through songs was aimed to help the students to improve their pronunciation. The activities which could be done in the teaching English through songs were preparing a performance and acting it in front of the class; recording the performances; and observing their own progress or singing popular English songs.

**c. Encouraging the Students in the Class by Competition**

1). Planning

To encourage the students in the class, the researcher would hold a competition for the students. She chose it because the competition could help the students to improve their confidence in the class.

2) Implementation

The action was conducted on April 20, 25, and May 2, 5, 2010. Before the lesson began, the researcher asked the students whether they had practice speaking or not. Most of the students answered that they rarely practiced pronunciation. The interview below showed that the students rarely practiced pronunciation.

R: *Apa kalian sering latihan pronunciation?* (Do you often practice pronunciation?)

S: *Nggak, Miss.* (No, Miss.)

(Interview 21, Appendix 2)

The students rarely practiced pronunciation because the teacher rarely gave pronunciation exercises for them so that the students rarely practiced speaking too. It could be seen from the interview below.

R: *Kenapa kamu jarang latihan pronunciation?* (Why do you rarely practice pronunciation?)

S: *Karena memang pak guru jarang ngasih latihan pronunciation jadi saya juga jarang latihan.* (It's because the teacher seldom gives us pronunciation exercises so that I also seldom practice too.)

(Interview 22, Appendix 2)

Then, to motivate the students in the class, the researcher held the competition. The topic of competition was telling unforgettable experiences. The students were asked to make an article about what they wanted to tell. The students who were faster and more often would get extra scores. Therefore, the students were motivated to do their best in the competition. The field note below showed the researcher asked the students to write the experience and tell it in front of the class.

R: *Sekarang tolong kalian tulis pengalaman kalian yang tidak terlupakan.* (Now, please write your unforgettable experiences.)

S: *Ya, Miss.* (Yes, Miss.)

*Para siswa mulai menulis pengalaman mereka. Setelah beberapa menit kemudian, semua siswa selesai menulis pengalaman mereka. Lalu,*

*peneliti meminta mereka untuk menceritakannya ke depan kelas satu persatu.* (The students began to write their experiences. A couple minutes later, all of them have finished their writing. Then, the researcher asked the students to tell their experiences in front of the class one by one.)

(Field Note 10, Appendix 1)

### 3) Observation

The researcher's action to encourage the students in the class ran well. When the students were asked to write their unforgettable experiences, they did not have difficulties. It could be seen from the interview below.

R: *Ada yang sulit nggak?* (Are there any difficulties?)

S: *Nggak, Miss.* (No, Miss.)

R: *Kamu bisa pakai kamus kalo ada kata-kata yang sulit.* (You can use the dictionary if there are difficult words.)

S: *Ya, Miss.* (Yes, Miss.)

(Interview 13, Appendix 2)

However, when the students were asked to tell their experiences in front of the class, most of the students were shy and afraid. They said that they were afraid to make mistakes. It could be seen from the interview below.

R: *Kenapa tadi kok nggak mau cerita ke depan kelas?* (Why don't you tell your experiences in front of the class?)



S: ... (The students were silent. No one answered the researcher's question.)

R: *Baiklah, kalau kamu Yossi. Kenapa tadi kamu nggak maju ke depan kelas?* (Well, Yossi. Why don't you tell your experience in front of the class?)

S: *Saya malu sama takut lo salah pas maju.* (I'm shy and afraid to make mistakes.)

(Interview 17, Appendix 2)

#### 4) Reflection

The researchers' action to encourage the students in the class gave positive and negative results. The positive result was the students were happy and interested when joining the competition. It could be seen from the interview below.

R: *Gimana perasaanmu tadi pas ikut kompetisi?* (How do you feel when joining the competition?)

S: *Saya senang dan tertarik ikut kompetisi tadi.* (I'm happy and interested.)

(Interview 24, Appendix 2)

The negative result was the students have no confidence when in the class. It was because they were shy and afraid to make mistakes as stated below.

R: *Kenapa tadi nggak mau maju ke depan kelas?* (Why don't you speak in front of the class?)

S: *Saya malu sama masih takut salah lo maju.* He he... (I'm shy and afraid to make mistakes. He he...)

(Interview 25, Appendix 2)

From the three actions in Cycle 1, it had different results. The first action gave quite good result. The students were interested in the use of dialogues. However, there were some students were still shy and not confident in the class. It was because the students were afraid to make mistakes when they were in the class. Therefore, to solve this problem, in the second cycle the researcher would give pronunciation exercises and motivate them so that they would not be shy anymore and be confident in the class. In the second action, there were good results. The use of songs gave new nuance in the lesson. The students were also happy when following the lesson. The use of songs made the students experience real-life situation. Because the second action gave good results, the researcher planned to continue the same action in Cycle 2. She would give different song in order to improve students' pronunciation. The third action gave positive and negative results. The positive result was the students were happy and interested when joining the competition. The negative result was the students have no confidence in the class. It was because they were shy and afraid to make mistakes. Therefore, to solve this problem, the researcher would motivate them to have confidence when speaking in front of the class through the competition.

## **2. Cycle 2**

The actions implemented in Cycle 2 were giving more pronunciation practices to the students, implementing songs in the class, and encouraging the students in of the class.

### **a. Giving more Pronunciation Practices to the Students**

#### **1). Planning**

The researcher then would give the dialogues with the theme of Seasons. Giving the dialogues with the theme of Seasons could introduce the students with language expressions of asking, giving, and denying information. Hopefully, the dialogues could improve the students' ability in the use of language expressions. The use of language expressions was expected to be able to improve the students' pronunciation. Besides giving the dialogues to the students, the researcher would also give pronunciation exercises so that they would not be shy anymore and be confident to pronounce in the class.

#### **2). Implementation**

The implementation was done on April 23, 2010. The researcher gave the students the dialogues with the theme of Seasons and asked them to read them first. Then, the researcher explained the language expressions in the dialogues and asked the students to do the exercises in pairs.

#### **3). Observation**

The students very concentrated during the lesson. When giving the dialogues to the students, the researcher very help them to understand the dialogues. The researcher gave the examples so that the students were easy to do the exercises as stated below.

R: *Bisa ngerjain latihannya nggak?* (Can you do the exercises?)

S: *Bisa, Miss.* (Yes, I can, Miss.)

R: *Ada kesulitan nggak?* (Is there any difficulty?)

S: *Nggak ada, Miss. Soalnya dikasih banyak contoh jadi ga susah ngerjainnya.* (No, Miss. It's because we are given the examples so that we are easy to do it.)

(Interview 26, Appendix 2)

#### 4). Reflection

In Cycle 2, giving the dialogues with the expressions of asking, giving, and denying information gave positive result. The students could improve their ability in the use of the language expressions. Moreover, the vocabulary in the dialogues was easier than the dialogues in the first cycle. Therefore, the students understood the dialogues easily.

#### **b. Implementing Songs in the Speaking Class**

##### 1) Planning

In the second cycle, the researcher still gave the students the lyrics and asked them to sing. The researcher used Jan Nigro entitled 'That's the Truth'. The activities in this action were pre- and post- singing activities. In the pre-activity, the students would be given questions related to the lyrics. The questions were aimed to check the students' interpretation of the lyrics. Meanwhile, in the post-activity, the researcher would play the song three times and asked the students to sing. The researcher also asked them to perform the song in front of the class.

##### 2) Implementation

The researcher distributed the lyrics to the students. Then, she gave questions related to the lyrics. The students were also asked to pronounce the words in the

lyrics. The researcher also corrected the student's pronunciation. The field note below showed the teaching and learning process in the pre-activity.

R: *Saya bagikan lirik lagu Black and White. Kalian baca dulu liriknya.*  
(I distribute the lyrics. You read it first.)

S: *Ya, Miss.* (Yes, Miss.)

*Setelah semua siswa selesai membaca lirik lagu tersebut, peneliti bertanya seputar lagu.* (After all of the students have read the lyrics, the researcher gave the students questions about the song.)

R: *Ada yang tau lagu ini tentang apa?* (Is there anyone know the song?)

S: *Ya, Miss. Tentang persamaan derajat.* (Yes, Miss. It's about standard equality.)

R: *Ya, benar. Ada yang tau lagi cara mbaca equality?* (Yes, you're right. Is there anyone know how to spell equality?)

S: */ikwcliti/, Miss. (/ikwcliti/, Miss.)*

(Field Note 7, Appendix 1)

In the post-activity, the research played the song three times. She gave the students chances to memorize the lyrics. After most of the students had memorized the lyrics, the researcher asked them to sing in front of the class in pairs.

### 3) Observation

The students answered the researcher's questions enthusiastically. The researcher also helped the students when they could not answer the questions. In the post-activity, the students memorized the lyrics very well so that they were able to perform the song. When singing the song, the students' pronunciation and fluency were almost perfect. They did not make any mistakes. The interview and field note below showed the students' improvement in the pre- and post activities.

R: *Hayoo. Siapa yang mau jawab pertanyaan lagi?* (C'mon. Who will answer the question again?)

S: *Saya, Miss...Saya, Miss...* (I will, Miss...I will, Miss...)

R: *Tenang...tenang. Semua sebagian pertanyaan kok.* (Calm down, please. Everybody will get the questions.)

*Semua siswa terlihat antusias untuk menjawab pertanyaan yang diberikan oleh peneliti.* (All of the students seemed enthusiastic to answer the researcher's questions.)

(Field note 11, Appendix 1)

R: *Gimana tadi rasanya nyanyi di depan kelas?* (How do you feel when sang in front of the class?)

S: *Seneng banget, Miss.* ( I'm very happy, Miss.)

R: *Kenapa kamu seneng?* (Why are you happy?)

S: *Soalnya lirik lagunya gampang diinget jadi saya bisa nyanyi di depan tadi.* (It's because the lyrics were easy to remember so that I can sing in front of the class.)

R: *Tadi saya liat pronunciation kamu sangat bagus.* (I see your pronunciation is very good.)

S: *Ini juga karena kata-kata di lagunya gampang, Miss. He he...* (It's also because the vocabulary in the lyric is easy, Miss. He he...)

(Interview 27, Appendix 2)

#### 4) Reflection

Implementing songs in the class gave a new nuance and refreshment in the lesson. Based on the pre-singing activity, the students were able to get information about the song. Meanwhile, in the post-singing activity, the students were more enthusiastic to sing the song.

### c. Encouraging the Students in the Class by Competition

#### 1). Planning

The result of Cycle 1 showed that the students had no confidence in the class. It was because they were shy and afraid to make mistakes. Therefore, the researcher would motivate them to have confidence in the class through the competition. The

researcher implemented the competition again because the competition in the first cycle failed. The researcher would ask the students to tell their unforgettable experiences. The difference between the competition in Cycle 1 and Cycle 2 was that in Cycle 2 the researcher would give motivation to the students by telling them that they should not be shy and afraid to make mistakes in the class. The researcher would also tell them that although they made mistakes she would appreciate their efforts.

## 2). Implementation

Before doing the competition, the researcher motivated the students to join the competition enthusiastically. She told them that they did not need to be shy and afraid to make mistakes in the class. The researcher also told the students that although they made mistakes she appreciated their efforts. It could be seen from the interview below.

R: *Kita akan mengadakan kompetisi lagi seperti pertemuan kemaren. Kemaren kan kalian masih malu dan takut untuk maju ke depan to?*  
(We will hold the competition again as the last meeting. You are still shy and afraid to come in front of the class, don't you?)

S: *Ya, Miss.* (Yes, Miss.)

R: *Baiklah. Untuk yang sekarang kalian ga perlu malu dan takut lagi maju ke depan. Walaupun di antara kalian ada yang masih salah, saya tetap menghargai usaha kalian.* (Well. For this competition, you need not to be shy and afraid anymore to come in front of the class. Even though one of you still makes mistakes, I appreciate your efforts.)

(Interview 28, Appendix 2)

The researcher gave ten minutes to the students for preparation before the competition. The students were given chances to do as much as they could. All of the students joined the competition. They performed one by one. They told their unforgettable experiences. After the competition, the researcher asked the students' feeling when joining the competition.

### 3). Observation

All of the students joined the competition enthusiastically. They also competed to do their best in the competition. It could be seen from the interview and the field note below.

R: *Gimana setelah ikut kompetisi tadi? Beda kan sama kompetisi sebelumnya?* (How's your feeling after joining the competition? It's different from the previous competition, isn't it?)

S: *Saya merasa bersemangat, Miss. Iya, beda sama kompetisi kemaren.* (I'm enthusiastic, Miss. It's different with the last competition.)

R: *Apanya yang beda?* (Which part is it?)

S: *Yaaa... Tadi kan Miss udah ngasih motivasi ke kita biar ga usah malu sama takut lagi maju. Makanya saya jadi termotivasi,* Miss. (You give us motivation not to be shy and afraid again to come in front of the class. Therefore, I become enthusiastic too.)

(Interview 29, Appendix 2)

*Semua murid sangat bersemangat ikut kompetisi. Mereka berlomba-lomba melakukan yang terbaik dalam kompetisi tersebut.* (All of the students were very enthusiastically joined the competition. They competed to do their best in the competition.)

(Field Note 12, Appendix 1)



#### 4).Reflection

All of the students were not shy and afraid anymore in the class. They were motivated in the class because the researcher had motivated them not to be shy and afraid in the class. It could be concluded that the students' confidence improved.

The three actions in Cycle 2 showed improvements. Giving more pronunciation practices by using dialogues to the students was successful to improve their ability in the use of the language expressions. Moreover, the vocabulary in the dialogues was easier than that in the dialogues in the first cycle. Therefore, the students understood the dialogues easily. Meanwhile, implementing songs in the teaching of pronunciation gave a new nuance and more refreshment to the students. Based on the pre-singing activity, the students were able to get information about the song. Meanwhile, in the post-singing activity, the students were more enthusiastic to sing the song. Encouraging the students in the class by competition also showed an improvement. All of the students were not shy and afraid anymore in the class. They were motivated in the class because the researcher had motivated them not to be shy and afraid in the class.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusions**

This action research on using songs to improve students' and teachers' performance in pronunciation was started on February 22<sup>th</sup>, 2010 and ended on May 8<sup>th</sup>, 2010. This research involved the English teacher and the students of the second grade in SMPN 1 Tasikmadu.

There were three actions conducted as efforts to overcome the problems. They were giving the students more pronunciation practices, implementing song in the class, and encouraging the students in the class. Generally, the actions ran well and had positive results. Both the students and the teacher gave positive responses to the actions. The conclusions concerning the results of the research are as follows:

1. The students are motivated in the class. It can help the students to avoid boredom in the class because the songs give a new nuance to them.
2. The students can improve the pronunciation after practicing to sing the songs. In singing the songs, the students have to pay attention to some words based on the correct pronunciation.
3. The students know the strategies of effective song memorization to understand the songs. They are repeating the songs, discussing the phonetic transcriptions of the lyrics, and practicing often singing the song together in the class.

4. The students can use the songs as one of the ways to improve their pronunciation and fluency. Based on the results of Cycle 2, all of the students can sing the song with good pronunciation and fluency.
5. Giving more pronunciation practices to the students can be used by the teacher to improve students' pronunciation.
6. Encouraging the students in the class by competition can be used as one of the ways to improve their confidence.
7. The teacher's discussion with the students about the lyrics makes the students understand the pronunciation in the songs.
8. There are two advantages of using songs in the teaching of pronunciation. The first is the improvement of the teachers' performance. It can be seen from students' interest to the lesson, teachers' teaching techniques, the result of students' performance, and students' questionnaire on the teachers' performance. The second is improvement of the students' performance. It can be seen from the results of pronunciation tests. They are pre- and post- tests.

## **B. Implications**

Based on the conclusions of the research, several things can be implicated.

They are as follows:

1. The students are motivated to sing English songs. Songs give the new nuance to them. The students can also improve their knowledge after singing the songs. The implications which can be drawn are:

- a. The songs can be used as one of the ways to improve pronunciation. They can also be used to reduce the students' boredom.
  - b. Implementing songs can be used as a reference in the pronunciation teaching-learning.
2. The students can identify the pronunciation after discussing some song lyrics based on the correct pronunciation when they are identifying their phonetic transcriptions. The implications of this action are:
  - a. Identifying the phonetic transcriptions of the song lyric can be used to improve the students' pronunciation in order to encourage them to speak fluently.
  - b. Identifying the phonetic transcriptions of the song lyric can be implemented as one of the ways to improve the students' understanding about pronunciation.
3. Asking the students to sing the songs in groups or individually can be used to improve the students' pronunciation and fluency. It implies that:
  - a. Asking the students to sing songs can be one of the activities to improve the students' pronunciation and fluency.
  - b. The teacher should continue to ask the students to sing the songs from any genres in order to improve their pronunciation and fluency.
4. Giving more pronunciation practices to the students can help the teacher to improve students' pronunciation.

5. Encouraging the students in the class by competition can improve the students' confidence.
6. The teacher's discussion with the students about the lyrics and pronunciation in the songs can help the students to improve their pronunciation.
7. The use of songs in the teaching of pronunciation can help the teacher and the students to improve their performance.

### **C. Suggestions**

Based on the conclusions and implications of the research, some suggestions will be directed toward the students, the English teacher of junior high school, the headmaster of junior high school, and other researchers.

#### **1. The students**

In relation to the development of their pronunciation, it will be better for them to practice outside the classroom. It is also necessary for them to improve their pronunciation. Songs can be used as the reference to improve the students' pronunciation since the students can find them in their daily life.

#### **2. The English teachers of SMPN 1 Tasikmadu**

It is necessary for them to use an effective method of teaching second language. Besides, they should make some variations regarding either the theme or the learning sources. Furthermore, he has to manage the pronunciation exercises so that the students are interested and motivated to learn.

3. The headmaster of SMPN 1 Tasikmadu

Through this research, it can be identified that in teaching pronunciation, the teacher prefers to use the materials from the students' worksheet and to ask the students to find the texts by themselves rather than developing the materials. Therefore, it is better for the headmaster to provide other materials such as songs.

4. Other researchers

This research is mainly focused on how to improve the second grade students' pronunciation by using songs. This research can be used as a reference of the use of songs in the teaching of pronunciation. It can be used as the reference for the relevant studies.

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# APPENDICES

# *APPENDIX 1*

## FIELD NOTES

## Field note 1

22 Februari 2010

Kegiatan belajar mengajar bahasa Inggris berlangsung pada hari Jumat pukul 08.00. Guru masuk ke kelas setelah jam istirahat. Peneliti mengikuti guru ke kelas. Guru memberikan salam dan siswa menjawab salam. Kemudian guru mengenalkan peneliti kepada siswa. Setelah memperkenalkan diri, peneliti diminta untuk mengisi kelas bahasa Inggris pada hari itu juga karena sebelumnya guru bahasa Inggris sudah sepakat dengan peneliti supaya peneliti mengajar di kelas tersebut.

Pertama-tama peneliti membuka kelas dengan salam dan menjelaskan tujuan peneliti berada di kelas tersebut. Kemudian peneliti memanggil nama siswa satu persatu untuk mengenal siswa VIII G dan mengecek daftar hadir.

Karena pada hari itu merupakan hari pertama peneliti mengajar di kelas VIII G, maka kegiatan belajar mengajar bahasa Inggris hanya diisi dengan tanya jawab seputar aktivitas *speaking* di kelas. Peneliti bertanya kepada siswa mengenai kegiatan *speaking* di kelas dan siswa menjawab kalau kegiatan *speaking* hanya diisi dengan membahas materi *speaking* yang ada di dalam buku teks yaitu *The Bridge English Competence for SMP Grade VIII*. Guru juga hanya memberikan materi *speaking* berupa teks pidato dan meminta mereka untuk membacanya. Lalu setelah siswa membaca teks pidato tersebut, guru memberikan *pronunciation* yang benar secara langsung apabila ada siswa yang mengalami kesalahan dalam *pronunciation*. Peneliti juga bertanya kepada siswa apakah guru dalam mengajar materi teks pidato memberikan *phonetic transcription* dan siswa menjawab bahwa guru belum pernah memberikan *phonetic transcription* dalam materi teks pidato. Setelah peneliti merasa cukup dengan beberapa pertanyaan, peneliti lalu meminta beberapa siswa untuk membaca salah satu teks pidato yang sudah diajarkan oleh guru dengan tujuan untuk mengetahui kelancaran *speaking* siswa.

Bel berbunyi pukul 09.30. Peneliti yang notabene sebagai guru selama penelitian berlangsung mengatakan bahwa kegiatan *speaking* dengannya akan mulai pada pertemuan berikutnya.

## Field note 2

25 Maret 2010

Jam pelajaran bahasa Inggris dimulai pada pukul 07.00. Guru masuk kelas setelah bel tanda masuk berbunyi. Setelah berdoa dan memberi salam, guru mengecek daftar hadir siswa. Semua siswa hadir pada hari itu. Guru mengawali pelajaran dengan menanyakan materi yang sudah diajarkan oleh guru bahasa Inggris mereka. Kemudian para siswa membuka buku dan menjawab kalau materi *speaking* dalam buku sudah selesai dibahas. Karena materi sudah selesai dibahas, maka guru mereview materi *speaking* yang sudah dibahas di kelas. Materi yang akan direview adalah *responding to someone's offering*. Kemudian guru meminta salah satu murid untuk menyebutkan ungkapan-ungkapan yang menunjukkan *offering something, acceptings, and refusing*. Guru lalu menjelaskan kembali ungkapan-ungkapan tersebut dan memberikan contoh. Guru menanyakan kepada murid jika ada yang belum paham. Tidak ada murid yang bertanya. Guru lalu memberikan latihan dan soal berkaitan dengan ungkapan *offering, accepting,*

dan *refusing something* untuk dikerjakan dalam waktu lima belas menit. Guru membacakan latihan dan soal untuk murid.

Setelah itu guru mengoreksi pekerjaan murid dan ternyata ada beberapa anak yang masih salah. Guru menanyakan kesulitan dan memberikan penjelasan atas pertanyaan mereka. Selanjutnya guru meminta murid untuk membaca contoh dialog yang ada di buku teks dan mempraktekannya dengan teman sebangku. Setelah guru mengecek bahwa semua murid sudah selesai mempraktekan dialog yang ada dalam buku kemudian guru meminta beberapa murid untuk mempraktekan dialog tersebut di depan kelas. Beberapa murid bergantian mempraktekan dialog di depan kelas dan hasilnya cukup bagus. Bel berbunyi pukul 08.20 dan guru mengakhiri pelajaran.

### **Field note 3**

**27 Maret 2010**

Guru masuk kelas pukul 09.55. Guru memulai pelajaran dengan mengucapkan salam, “Assalamualaikum Warahmatullahi Wabarokatuh”. Murid-murid menjawab salam, “Wa’alaikumsalam Warahmatullohi Wabarokatuh”. Guru memanggil nama siswa satu persatu untuk mengecek daftar hadir. Ada dua puluh murid yang hadir. Dua murid tidak bisa hadir karena sakit.

Guru meminta siswa membuka buku halaman delapan puluh enam. Buku yang digunakan adalah *The Bridge English Competence for Grade VIII* penerbit Yudhistira. Guru memberikan beberapa pertanyaan untuk mengingatkan murid pada pertemuan yang lalu.

Guru : Do you still remember the topic?

Murid-murid :Expressions....

Guru : What kinds of expressions were they?

Murid-murid :Offering, accepting, and refusing something Miss...

Kemudian guru meminta siswa untuk mengerjakan soal-soal latihan yaitu Task 4 dan 5 yang ada dalam buku. Guru memberikan waktu dua puluh menit untuk mengerjakan soal latihan. Kebanyakan murid bertanya kepada guru tentang cara melengkapi dialog yang benar saat guru berkeliling memeriksa pekerjaan murid.

Murid 1 :Miss, dialog pertama pakai ungkapan yang mana?

Guru :Lihat aja di contoh dialog yang di buku

Murid 1 :yang *offering* gitu ya Miss?

Murid 2 :Miss, dialog yang kedua ini ngisinya gimana?

Guru :itu pakai *accepting* sama *refusing something*

Lalu pekerjaan didiskusikan bersama. Guru memanggil beberapa nama siswa untuk membacakan hasil pekerjaan mereka. Ada empat dialog dalam soal latihan tersebut. Setelah membacakan dialog, murid-murid diminta untuk mengerjakan soal latihan berikutnya yaitu Task 6. Mereka diminta untuk membuat dialog menggunakan ungkapan-ungkapan yang telah diajarkan sebelumnya. Guru memberikan waktu lima belas menit untuk mengerjakan soal latihan. Karena bel tanda pergantian jam berbunyi, maka soal latihan tersebut untuk pekerjaan rumah.

**Field note 4**  
**1 April 2010**

Guru masuk kelas setelah bel berbunyi. Setelah berdoa, guru memberikan salam, "Assalamu'alaikum Warahmatullohiwabarokatuh." Murid-murid menjawab salam, "Wa'alaikum salam Warohmatullohiwabarokatuh." Guru mengabsen murid dengan memanggil nama murid satu persatu. Satu orang murid tidak hadir pada hari itu karena sakit. Guru menanyakan pekerjaan rumah kepada murid dan mengoreksi pekerjaan rumah mereka.

Guru : Kalian masih ingat kan dengan pekerjaan rumah kalian?

Murid-murid : Masih *Miss...*

Guru lalu meminta beberapa murid untuk mempraktekkan dialog sesuai dengan perintah yang ada dalam PR mereka. Murid-murid mulai mempraktekkan dialog. Guru mengoreksi dialog yang dipraktekkan murid. Kemudian guru dan murid mendiskusikan jawaban.

Selanjutnya, guru menjelaskan materi mengenai *How to be a good listener* dari hal-hal yang harus diperhatikan untuk menjadi *a good listener* sampai ungkapan-ungkapan yang digunakan seperti *positive and negative responses* serta *starting and closing a conversation*.

Guru menuliskan *positive and negative responses*. Guru menuliskan *starting and closing a conversation*. Guru menambahkan keterangan masing-masing beserta contoh-contohnya. Murid-murid diminta untuk mencatat di buku mereka. Guru meminta murid melihat catatan mereka.

Guru : Sekarang dilihat catatannya, ungkapan-ungkapan itu.. Masih bingung?

Murid-murid : --

Guru : *Positive responses* dipakai untuk merespon pernyataan positif sedangkan *negative responses* dipakai untuk merespon pernyataan negatif.

Guru : Contoh *positive responses*?

Murid-murid : *I see, that's interesting, I'm glad to hear that....*

Guru : *Negative responses*?

Murid-murid : *How terrible, I'm sorry to hear that, that's to bad...*

Guru kemudian meminta para murid untuk membentuk kelompok. Guru membagikan teks dan lembar kerja. Setiap anak mendapatkan 1 teks dan setiap kelompok mendapatkan 1 lembar kerja. Guru memberikan instruksi kepada murid-murid.

Guru : Itu ada dialog yang berisi tentang *positive and negative responses*. Di situ juga ada daftar *positive* dan *negative responses*nya. Nah, di bawah dialog ada soal beserta gambar. Coba saya tes, kira-kira gambar pertama itu apa Ari?

Ari : Orang yang sedang duduk di atas genteng karena banjir...

Guru : Kalau gambar yang kedua apa Surya?

Surya : Suasana di restoran...

Guru : Gambar ketiga, Dinar?

Dinar : Kesebelasan sepakbola *Miss...*

Guru : Gambar selanjutnya? Linda?

Linda : Bioskop...

Guru : Dan gambar yang terakhir, Lili?

Lili : Orang yang lagi sakit *Miss...*  
 (Guru menuliskan jawaban murid-murid di papan tulis)  
 Guru : Selanjutnya, *Have you ever felt like those pictures?*  
 Murid-murid : Sudah...  
 Murid-murid : Belum...  
 Guru : Yowes. Kalau yang sudah pernah ngalami kejadian seperti yang di gambar coba ceritakan.  
 Murid 1 : Saya pernah pergi ke restoran dan saya mendapat kenyamanan dan servis yang bagus.  
 Guru : Berarti itu nanti pakai respon yang mana?  
 Murid 1 : Positif...  
 Guru : Ada yang lain?  
 Murid 2 : Saya pernah sakit demam *Miss*.  
 Guru : Pakai respon yang mana?  
 Murid 2 : Negatif respon...  
 (Guru menuliskan jawaban siswa di papan tulis)  
 Guru : Dicatat di lembar kerja ya.  
 Guru memberikan waktu dua puluh menit untuk mengerjakan soal. Guru mengelilingi siswa, membantu kesulitan siswa. Setelah selesai mengerjakan, jawaban dikoreksi bersama. Guru meminta perwakilan dari beberapa kelompok untuk membaca jawaban mereka.  
 Bel berbunyi tanda pelajaran telah usai.  
 Guru : Ada pertanyaan lagi?  
 Murid-murid : --  
 Guru : Jangan lupa, dibaca lagi catatannya.  
 Guru meninggalkan kelas.

### **Field note 5**

#### **3 April 2010**

Jam 09.55 bel berbunyi. Kemudian beliau mengucapkan salam dan siswa menjawab salam. Setelah itu beliau mengabsen siswa satu persatu. Semua siswa hadir pada hari itu. Guru bertanya seputar materi yang telah diajarkan.  
 Guru : Kemarin kita sudah bahas ungkapan apa saja?  
 Murid-murid : *positive and negative responses, starting and closing a conversation.*  
 Guru : Sambil dibuka bukunya. *Positive responses* itu apa saja?  
 (Murid-murid membaca buku untuk menjawab pertanyaan guru)  
 Murid-murid : *I see, that's interesting, I'm glad to hear that....*  
 Guru : Kalau *negative responses*nya?  
 Murid-murid : *How terrible, I'm sorry to hear that, that's too bad...*  
 Guru meminta murid untuk mengerjakan Task 7, 8, dan 9 yang ada di dalam buku. Guru meminta para murid untuk membentuk kelompok. Kelompok yang mereka bentuk berdasarkan pilihan mereka sendiri. Ada 5 kelompok yang terbentuk. Masing-masing kelompok beranggotakan 4-5 orang.

Guru : Sekarang dikerjakan latihan-latihannya dulu. Kalau sudah selesai kalian praktekkan dialog-dialognya dengan teman sebangku kalian lalu nanti saya minta dipraktekkan di depan kelas.

Murid-murid : iya *Miss...*

Guru memberikan waktu 20 menit untuk mengerjakannya. Kemudian guru meminta semua kelompok menampilkan dialog tersebut di depan kelas. Semua kelompok menampilkan dengan baik.

Guru membagikan teks kepada siswa. Guru memperkenalkan bahwa teks yang akan dibahas adalah lirik lagu.

Guru : Ini salah satu lirik lagu yang akan kalian pelajari. Beberapa pertemuan ini kita akan memakai lagu-lagu Barat dalam kegiatan *speaking*. Pernah dengar atau menyanyikan lagu-lagu berbahasa Inggris nggak?

Murid 1 : sering *Miss...*

Murid 2 : kadang-kadang *Miss...*

Guru : *Well*, lirik lagu ini diperkenalkan agar kalian familiar dengan lagu-lagu berbahasa Inggris. Kalau kalian yang pernah mendengarkan lagu berbahasa Inggris menurut kalian sulit nggak?

Murid-murid : Sulit *Miss...*

(Murid-murid mulai ramai saling berbicara)

Guru : Nah, makanya kalian dikenalkan dengan lagu-lagu berbahasa Inggris. Kalian bisa mendengarkannya lewat radio, *browsing* di internet, atau lewat TV. Guru kemudian menyetel lagu Westlife yang berjudul *More than words* tanpa membaca lirik lagu terlebih dahulu. Kemudian guru menyetel lagu kembali dan meminta murid-murid untuk menyanyikan lagu tersebut dengan melihat liriknya. Dengan dipandu guru, murid-murid menyanyikan lagu tersebut bersama-sama. Setelah selesai menyanyikan lagu tersebut, guru bertanya tentang judul, isi, dan tema lagu, pengalaman siswa, meminta siswa menginterpretasi lagu dan mencari kata-kata yang belum mereka ketahui artinya beserta cara pengucapannya.

Guru : Dinar, *what title is it?*

Dinar : *More than words, Miss...*

Guru : Ada yang tahu artinya?

Murid 1 : lebih dari sebuah kata-kata...

Guru : Ya, benar. Kalian ada yang tahu tentang isi lagu tadi?

(Beberapa murid mengacungkan tangan mereka dan guru menunjuk Deva untuk menjawab)

Guru : Ya Deva. Isi lagunya tentang apa?

Deva : Lagu tadi berisi tentang perasaan seorang kekasih terhadap pasangannya, *Miss*

Guru : Oya, kalian pasti pernah suka sama seseorang kan?

Murid-murid : Benar *Miss...*

Guru : Okey, apa yang kalian rasakan waktu sedang naksir *someone*?

Murid 1 : Deg-degan...

Murid 2 : salah tingkah *Miss...*

Murid 3 : *Nervous Miss...*

Guru : Kalau tema lagunya kalian tahu nggak?

Murid-murid :*Love Miss...*

Guru : Ya, benar. Sekarang kalian cari kata-kata yang kalian belum tahu artinya dan cara pengucapannya.

(Murid-murid lalu membaca lirik lagu kembali)

Murid 1 :*torn...*

Murid 2 :*real...*

Murid 3 :*away...*

(Guru menulis jawaban-jawaban murid beserta cara pengucapannya di papan tulis.)

Guru : Kalian catat di buku ya.

(Murid-murid mencatat jawaban di buku mereka masing-masing)

Guru lalu membagikan lagi soal latihan berupa lirik lagu yang telah dipelajari.

Mereka diminta untuk mengisi lirik lagu yang compang.

Guru : Sekarang kalian lengkapi dulu liriknya.

Murid-murid melengkapi lirik tersebut. Guru memberikan waktu sepuluh menit untuk mengerjakan latihannya. Lalu guru meminta salah satu murid untuk membacakan jawabannya. Selanjutnya guru memberikan tugas kepada murid-murid.

Guru : Kalian pelajari dan hafalkan liriknya. Pertemuan yang akan datang saya minta kalian menyanyikan lagu tadi di depan kelas secara individu.

Murid-murid : Huuuuuuu...

Murid 1 : Kelompok aja *Miss...*

Guru : Ya sudah. Kalian masih ingat dengan kelompok kalian keamariin?

Murid-murid : Masih *Miss...*

Guru : Baiklah, kalian latihan dengan kelompok kalian. Pertemuan berikutnya saya minta kalian menampilkannya di depan kelas.

Bel pun berbunyi dan guru menutup pelajaran pada hari itu.

### **Field note 6**

**8 April 2010**

Jam 07.00 bel berbunyi. Guru masuk kelas. Guru memberikan salam, "Assalamualaikum Warahmatullahi Wabarakatuh". Murid –murid menjawab, "Wa'alaikumsalam Warahmatullahi Wabarokatuh". Guru memberikan salam dengan bahasa Inggris dan siswa menjawab salam dengan bahasa Inggris. Untuk mengabsen siswa, guru memanggil nama murid satu persatu. Semua murid hadir pada hari itu. Guru bertanya tentang kegiatan pada pertemuan terakhir.

Guru : Sabtu kemarin kita belajar apa?

Murid-murid : Menyanyi dan mengerjakan soal...

Guru : Diberikan teksnya ya. Tentang apa?

Murid-murid : lirik lagu *Miss...*

Guru : Judul lagunya apa?

Murid-murid : *More than words...*

Guru : Isinya tentang apa? Nisa?

Nisa : Tentang seseorang yang mencintai kekasihnya tulus tanpa harus menunjukkan dengan kata-kata tapi juga melalui perbuatan.



Guru : Ada yang lain lagi?  
Murid-murid : ---  
Guru : Kalian masih ingat tugas kalian minggu lalu ndak?  
Murid-murid : Masih...  
Murid-murid : Enggak...  
Guru meminta murid-murid membentuk kelompok seperti pertemuan sebelumnya.  
Guru mulai memanggil masing-masing kelompok untuk tampil di depan kelas.  
Guru : Sudah siap semua kelompok untuk maju ke depan?  
Murid-murid : Belum *Miss*...  
Guru : Okey, kalian saya beri waktu sepuluh menit untuk berlatih.  
Murid-murid : lima belas menit *Miss*...  
Guru : Ya sudah. Waktunya lima belas menit, setelah waktunya habis kalian harus sudah siap maju ke depan kelas.  
Murid-murid : Iya *Miss*...  
Guru memberikan waktu lima belas menit kepada murid- murid untuk berlatih lagu yang akan mereka tampilkan. Kelas menjadi ramai karena semua murid sibuk menyanyi. Lima belas menit telah berlalu, guru pun mulai memanggil kelompok satu per satu. Guru mengamati dan menilai *performance* kelompok yang maju di depan kelas. Akhirnya semua kelompok tampil menyanyi di depan kelas cukup baik.  
Guru : Ada kata-kata yang menurut kalian *pronounce*-nya susah nggak?  
Murid-murid : Enggak...  
Guru : Sekarang saya tes, *already* gimana ngucapinnya?  
Murid-murid : /O:l"red.i/...  
Guru : *torn*?  
Murid-murid : /tO:rn/...  
Guru : Tadi temanya *love* benar?  
Murid-murid : Benar...  
Guru : Kalian tahu darimana kalau temanya cinta?  
Murid-murid : Dari mendengarkan lagu dan membaca liriknya...  
Guru : Coba kalian sebutkan kata-kata yang menunjukkan kalau temanya cinta.  
Murid-murid : --  
Guru : Ira?  
Ira : *Love, heart*...  
Guru : Adalagi?  
Murid-murid : --  
Guru : Baiklah kalau tidak ada kata-kata tadi dicatat ya. Oya, kalian sudah tahu cara pelafalan semua kata di lirik lagu *more than words*?  
Murid-murid : Belum *Miss*...  
Guru : Ya sudah. Ini saya kasih *phonetic transcription*-nya. Kalian catat ya.  
(Guru meminta sekretaris kelas untuk mencatat *phonetic transcription* lirik lagu tersebut dan murid-murid mencatatnya)  
Guru memberikan waktu sepuluh menit untuk mencatat. Kemudian guru membagikan teks dan lembar soal. Murid-murid diminta mengintepretasi teks yang berupa lirik lagu.. Guru memberikan beberapa pertanyaan kepada murid.

“Well, Afis, are you familiar with this song?” Afis menjawab, “Yes, Miss”. Guru pun terus memberikan pertanyaan seputar lagu.

Guru : *What the title of the song is it?*

Afis : *Black or white...*

Guru : *Ok. Ninda. What do you know about the song?*

Ninda : Lagunya tentang persamaan derajat *Miss...*

Guru : Bahasa Inggrisnya?

Ninda : --

Guru : Ada yang tahu bahasa Inggrisnya?

Murid-murid : --

Guru : Persamaan derajat bahasa Inggrisnya adalah *standard equality*. Selain persamaan derajat, ada yang lain?

Murid-murid : --

Guru : *Read the lyric. What does the lyric tell you? Septi?*

Septi : Tentang persamaan hak.

Guru : Ada yang lain? Rizki?

Rizki : Perdamaian, kasih sayang sesama manusia, persatuan...

(Guru menuliskan jawaban murid-murid di papan tulis)

Guru : Sekarang kalian baca lagi liriknya. Menurut kalian, lagu itu temanya apa?

Murid-murid : --

Guru : Dito?

Dito : Persamaan derajat *Miss*.

Guru : Coba sekarang kalian sebutkan kata-kata apa saja yang menunjukkan tentang persamaan derajat.

Murid-murid : *Same, equality, don't matter,...*

(Guru menuliskan jawaban para murid di papan tulis)

Guru : Sekarang kalian baca teksnya kemudian dikerjakan latihannya.

Guru memberikan waktu sepuluh menit kepada murid-murid untuk mengerjakan soal latihan. Selama murid mengerjakan soal, guru berkeliling dan menanyakan kesulitan pada murid. Setelah semua murid selesai mengerjakan soal, guru meminta salah satu murid membaca hasil pekerjaan mereka. Guru menuliskan jawaban murid di papan tulis. Murid-murid mendengarkan penjelasan guru dengan seksama.

Selanjutnya guru meminta murid-murid membentuk kelompok seperti pertemuan berikutnya.

Guru : Sekarang kalian kerjakan latihan selanjutnya.

Murid-murid mulai mengerjakan latihan. Kelas menjadi ramai. Lima belas menit telah berlalu dan guru pun memanggil perwakilan kelompok untuk maju. Masih ada kesalahan pronunciation yang mereka buat.

Guru memperbaiki kesalahan murid. Murid-murid mencatat hasil koreksi.

Bel berbunyi dan guru mengakhiri pelajaran.

**Field note 7**  
**17 April 2010**

Hari Sabtu pelajaran bahasa Inggris dimulai pukul 09.55. Setelah berdoa, guru mengucapkan salam dan mengabsen murid dengan menanyakan siapa yang tidak hadir. Semua murid hadir pada hari itu.

Guru meminta murid membentuk kelompok seperti pertemuan yang lalu. Teks yang digunakan masih sama dengan teks pada pertemuan sebelumnya tetapi beda karena teksnya rumpang. Murid-murid diminta untuk mengisi teks lagu yang rumpang tersebut. Guru mengawali pelajaran dengan bertanya materi pelajaran pada pertemuan terakhir.

Guru : Masih ingat pelajaran minggu lalu?

Murid-murid : Lirik lagu...

Guru : Iya, judulnya?

Murid-murid : *Black or white*...

Guru : Eva, isinya kemarin apa?

Eva : Persamaan derajat, persamaan hak...

Guru : Kamu Yossy, apalagi isinya?

Yossy : Kasih sayang terhadap sesama, perdamaian, dan persatuan *Miss*.

Guru : Baik sekarang kalian latihan menyanyikan lagu itu dengan kelompok kalian masing-masing. Setiap kelompok *perform* di depan kelas tanpa membaca teks dan akan saya nilai.

Murid-murid : Yaaa...

Guru lalu menyetel lagu '*Black or white*' tiga kali untuk membantu siswa dalam berlatih bernyanyi. Lalu tiba-tiba ada murid yang mengusulkan untuk menyanyikannya bersama-sama terlebih dahulu.

Lili : *Miss*, gimana kalau nyanyinya bareng-bareng aja dulu.

Guru : Mmm... Boleh, usul yang bagus.

(Guru lalu menyetel lagi lagunya dan murid-murid menyanyikannya bersama-sama)

Guru lalu mulai memanggil kelompok satu per satu. Semua kelompok tampil dengan baik.

Guru : Ada yang mau ditanyakan nggak?

Murid-murid : --

Guru : Kalau *phonetic transcription*nya?

Murid-murid : Nggak ada...

Guru : Yakin nggak ada? Coba saya tes. Dinar, *dirt* gimana *pronouncenya*?

Dinar : /d3` : t/...

Guru : Bagus. Sekarang *tired* gimana bacanya? Taufik?

Taufik : /taiəd/...

Guru : Kalau *equality* ada yang tahu?

Murid-murid : --

Guru : Ya Nurul, apa?

Nurul : /I' kwɛlɪti/...

Guru : Well, sekarang saya akan panggilurut absen. Kalian nanti akan menyanyikan lagu yang tadi secara individu.

Murid-murid : HUUUUUU...(Kelas mulai ramai)

Guru : Sudah sudah. Untuk pertama ini sebagai latihan saja dulu.Setuju?

Murid-murid : Setuju *Miss*...

Murid-murid mulai berlatih menyanyi.Ada yang menyanyi sendiri-sendiri, dengan teman sebangku ataupun secara berkelompok. Guru memberikan waktu lima belas menit untuk berlatih kepada murid-murid.

Guru mulai memanggil nama murid satu per satu untuk maju ke depan kelas sesuai dengan urutan absen. Akhirnya semua murid telah menunjukkan kemampuannya menyanyi di depan kelas.

Berhubung bel tanda pergantian jam sudah berbunyi, pelajaran bahasa Inggris saat itu diakhiri. Sebelum mengakhiri pelajaran, guru memberi tugas kepada murid untuk pertemuan yang akan datang.

Guru : Kalian kan sudah latihan. Pertemuan yang akan datang ada tugas untuk kalian yaitu tampil menyanyi di depan kelas. Lagu yang akan kalian tampilkan adalah lagu yang sudah kita bahas tadi. Kalian hafalkan liriknya jadi nanti saat maju tanpa membaca lirik.Paham nggak?

Murid-murid : --

Murid 1 :*Miss*, dinilai nggak?

Guru : Iya, nanti akan saya nilai.

Guru mengakhiri pelajaran.

## **Field note 8**

**1 Mei 2010**

Guru mengucapkan salam dan mengabsen siswa. Setelah itu, guru mereview tugas yang diberikan untuk berlatih menyanyi di rumah.

Guru : Sudah saya minta *perform* menyanyi di depan kelas hari ini. Sudah siap to?

Murid-murid : Sudah....

Guru :Siapa yang belum siap?

Murid-murid : --

Guru : Sudah dihafal lirik lagunya?

Murid-murid : Sudah....

Guru : Okey. Bisa dimulai sekarang?

Guru memanggil giliran dari absen pertama sampai ke duapuluh dua.Setiap anak tampil menyanyi membawakan lagu yang sudah ditugaskan. Guru mempersilahkan murid-murid memberikan komentar dan pertanyaan setiap selesai penampilan. Karena tidak adanya komentar atau pertanyaan dari murid lain, guru memberikan pertanyaan kepada murid lain apakah lagu yang dinyanyikan sudah benaratau belum pengucapannya tiap kata maupun kalimat.

Murid-murid sudah dapatmenyanyikan lagu berbahasa Inggris dengan *pronunciation* yang baik.

Kemudian guru menanyakan kepada siswa tentang materi lagu apalagi yang mereka inginkan untuk dinyanyikan lagi. Guru dan murid-murid berdiskusi untuk menentukan lagunya. Setelah selama sepuluh menit berdiskusi, akhirnya disepakati bahwa lagunya diambil dari film *ice age*.Lagu bisa dicari di internet.

Guru memberikan instruksi kepada murid-murid.

Guru : Jadi nanti lagu yang dipakai *ice age* ya. Karena nyarinya di internet, maka tugasnya buat minggu depan.

Murid-murid : Iyaa...

Guru mereview kembali penampilan murid-murid. Guru menanyakan kesulitan yang dialami siswa selama latihan untuk tampil menyanyi di depan kelas.

Guru : Oya. Selama kalian latihan untuk penampilan hari ini, kalian ada kesulitan nggak?

Murid-murid : --

Guru : Lho, kok diam. Ndak papa, cerita saja kalau kalian menemui kesulitan. (Terlihat ada murid yang mengacungkan tangan)

Guru : Ya Alex, ada apa?

Alex : Ini *Miss*, kalau sudah latihan ngafalin liriknya kadang suka lupa pas tampil.

Guru : Oh, gitu. Grogi gitu ya kalau tampil. Gini, sebelum kalian maju kalian tarik nafas panjang dulu atau kalian berdoa biar nggak *nervous*.

Guru : Ada lagi?

Murid-murid : --

Guru kemudian mengingatkan lagi akan tugas untuk minggu depan.

Guru : Jangan lupa ya tugas minggu depan. Kalian cari lagu yang akan ditampilkan di kelas.

Murid-murid : Iya *Miss*...

Bel tanda pergantian jam berbunyi. Guru mengakhiri pelajaran.

## **Field note 9**

**8 Mei 2010**

Guru memberikan salam, mengabsen siswa kemudian menanyakan tugas yang telah diberikan.

Guru : Sekarang perform lagu ya.

Murid-murid : Belum dapet lagunya *Miss*...

Guru : Lho kok belum dapet? Memang susah po carinya?

Murid-murid : Iya...

Guru : Ya sudah. Sekarang kalian baca-baca lagi saja materi dua lagu yang saya sudah berikan pertemuan yang lalu.

Sementara murid-murid membaca, guru membagikan lembar soal kepada masing-masing siswa.

Guru : Ini ada soal itu kalian. Disitu ada pilihan, kalian pilih salah satu lagu yang kalian kuasai. Saya beri waktu lima belas menit untuk menghafalnya.

Murid-murid : Dinilai *Miss*?

Guru : Iya, makanya kalian konsentrasi.

Lima belas menit telah berlalu murid-murid selesai menghafal, guru memanggil siswa satu persatu untuk *perform* menyanyi di depan kelas. Guru mengamati dan menilai penampilan para murid. Setelah semua murid selesai tampil di depan kelas, guru mereview penampilan mereka. Penampilan menyanyi mereka pada hari itu sangat baik dibandingkan penampilan mereka pertemuan sebelumnya.

Pada minggu sebelumnya masih ada beberapa murid yang belum percaya diri untuk tampil ke depan kelas. Pada jam pelajaran kali ini murid-murid sangat antusias untuk tampil menyanyi di depan kelas.

Murid-murid membawakan lagu dengan lancar. Pronunciation mereka meningkat dari yang tadinya masih salah-salah sekarang sudah lebih baik dan fasih. Guru memberikan komentar di akhir pelajaran. Murid-murid sudah bisa melafalkan kata-kata bahasa Inggris dengan sangat baik. Mereka dapat menggunakan lagu untuk meningkatkan kemampuan *speaking* mereka khususnya dalam *pronunciation*.

Murid-murid sangat tertarik dan antusias dalam mengikuti pelajaran karena adanya penggunaan media mengajar yaitu lagu.

Guru menanyakan apakah ada pertanyaan tetapi tidak ada murid yang bertanya. Bel berbunyi dan guru mengakhiri pelajaran.

#### **Field note 10**

P = Peneliti

S = Siswa

P: Sekarang tolong kalian tulis pengalaman kalian yang tidak terlupakan.

S: *Ya*, Miss.

Para siswa mulai menulis pengalaman mereka. Setelah beberapa menit kemudian, semua siswa selesai menulis pengalaman mereka. Lalu, peneliti meminta mereka untuk menceritakannya ke depan kelas satu persatu.

#### **Field note 11**

P = Peneliti

S = Siswa

P: Hayoo. Siapa yang mau jawab pertanyaan lagi?

S: Saya, Miss... Saya, Miss...

P: Tenang... tenang. Semua bagian pertanyaan kok.

Semua siswa terlihat antusias untuk menjawab pertanyaan yang diberikan oleh peneliti.

#### **Field note 12**

Semua murid sangat bersemangat ikut kompetisi. Mereka berlomba-lomba melakukan yang terbaik dalam kompetisi tersebut.

# *APPENDIX 2*

## INTERVIEW TRANSCRIPTS

## Interview 1

22 Februari 2010

P : Peneliti

GBI : Guru Bahasa Inggris

P : Pak, ini saya Kartika. Saya yang kemarin memberitahu Bu Wartini kalau mau ijin penelitian di kelas bapak.

GBI : Oh gitu. Penelitiannya tentang apa?

P : Tentang meningkatkan kemampuan *speaking* siswa lewat lagu Pak.

GBI : Judulnya penelitiannya?

P : *Improving Students' Speaking Ability through Songs in the Second Grade of SMPN 1 Tasikmadu Karanganyar* Pak.

GBI : Terus mau penelitian di kelas saya ya?

P : Iya Pak. Jadi nanti saya ada interview dan observasi.

GBI : Ya silahkan. Oya, berarti penelitiannya, *action research* ya. Itu nanti seperti apa penelitiannya?

P : Nanti ada dua *cycle* Pak. *Cycle 1* ada empat kali pertemuan sedangkan *Cycle 2* tiga kali pertemuan. Nanti Bapak yang ngajar dan saya yang mengamati.

GBI : Gitu ya. Gimana kalo mbak'e saja soalnya saya mau mempersiapkan anak-anak buat lomba seni.

P : Oh. Baiklah Pak, nanti saya mengajar sekaligus meneliti.

GBI : *Speaking* itu berarti latihan ngomong bahasa Inggris gitu ya?

P : Iya Pak. Saya nanti meneliti *pronunciations* sama *fluency* mereka.

GBI : Terus mengenai lagunya?

P : Saya pake lagunya buat ngetes kemampuan *speaking* mereka. Jadi nanti saya minta mereka *perform* menyanyi di depan kelas secara berkelompok dan individu.

GBI : Rencana penelitian kapan?

P : Secepatnya Pak.

GBI : Sebaiknya diatur dengan baik mbak. Soalnya sebentar lagi ada Pra-UN, UN, sama ujian praktik kelas tiga. Oya, penelitiannya berapa lama mbak?

P : Ya kira-kira dua atau tiga bulan pak.

GBI : Lama juga ya, karena kebentur sama ujian. Ya sudah, bahasa Inggris itu ada tiga kali pertemuan dalam seminggu, Senin, Kamis sama Sabtu. Mbak'e



nanti ngambil hari Kamis sama Sabtu wae yang dua jam pelajaran. Soale Senin itu cumin satu jam pelajaran jadi kurang efektif.

P : Kalau Senin jam berapa Pak? Saya mau observasi kelas dulu.

GBI : Jam pertama dan kedua ya berarti jam tujuh. Mbak'e besok Kamis mau masuk ke kelas?

P : Iya Pak. Lihat Bapak mengajar bahasa Inggris. Kalau gitu saya permisi dulu Pak. Besok saya kesini lagi. Terimakasih banyak Pak.

GBI : Ya mbak. Monggo. Sama-sama.

## Interview 2

P : Peneliti

GBI : Guru Bahasa Inggris

GBI: Baiklah. Speaking nanti itu kita membahas dialog, ya?

P: Iya, Bu. Saya membahas dialog dari buku Unit 5 temanya Rekreasi.

GBI: OK. Kita membahas Unit 5 tema Rekreasi.

## Interview 3

25 Maret 2010

P : Peneliti

S : Student (Alex)

P : Maaf ya dek, ganggu bentar. Mau nanya-nanya ni. Menurut kamu, pelajaran *speaking* sulitnya dimana?

S : Heh.. Gimana ya...

P : Maksud saya tu masalah *speaking* seperti *pronunciation*, *fluency*, PD apa enggak, gitu.

S : Oh...ada. Kadang suka nggak pede sama kadang masih salah ngucapin.

P : Lainnya ada nggak dek?

S : Ya kalo disuruh maju *speaking* ke depan itu.

P : Kalau disuruh maju ke depan kelas, kamu buka kamus dulu nggak biar tahu cara ngucapinnya?

S : Iya. Biar tahu cara ngucapinnya jadi yang ndenger jelas.

P : Oh gitu. Yowes, makasih ya.

## Interview 3

P : Peneliti

S : Student (Nurul)

P : Kesulitan apa saat pelajaran *speaking*?

S : Biasanya ada *vocabnya* yang belum tahu sama *pronouncenya* mbak.

P : Kalau ada yang nggak tau cara ngucapinnya kamu lihat kamus nggak?  
 S : Kadang-kadang mbak.  
 P : Kamu setiap pelajaran bahasa Inggris bawa kamus?  
 S : Kadang bawa kadang enggak. Soalnya berat sih.  
 P : Lha kalo lagi nggak bawa gimana?  
 S : Tanya temen yang lebih pinter.  
 P : Pernah disuruh baca dialog sama guru?  
 S : Pernah mbak.  
 P : Dialognya dari guru sendiri atau dari buku?  
 S : Dari buku. Trus nanti disuruh mbaca.

#### Interview 4

P : Peneliti  
 S : Student (Fitri)  
 P : Waktu diajar *speaking* sama Pak Singgih biasanya ngapain?  
 S : Biasanya disuruh baca dialog yang ada di buku.  
 P : Misalkan ada kata-kata yang belum tau cara ngucapinnya, Pak Singgih ngajarin nggak?  
 S : Ya kalo kata-katane nggak sulit banget ya nggak diajarin tapi kalo banyak yang belum tau ya diajarin.  
 P : Kalian diminta baca dialog di buku trus diminta buat meragainnya di depan kelas nggak?  
 S : Enggak mbak. Cuman disuruh mbaca sama teman sebangku aja nggak disuruh maju.  
 P : Kalau *pronunciation* itu susahnya dimana?  
 S : Ya itu mbak kadang ngucapinnya masih suka keseleo. Maklum mbak, lidah wong jowo, he he.  
 P : Trus selain disuruh mbaca dialog ada yang lain nggak?  
 S : Nggak ada.

#### Interview 5

P : Peneliti  
 GBI : Guru Bahasa Inggris  
 P : Maaf Pak, mengganggu sebentar. Ini saya mau interview Bapak sebentar.  
 GBI : Ya silahkan Mbak.  
 P : Gini Pak, kesulitan yang ditemui anak-anak dalam pelajaran *speaking* itu apa?  
 GBI : Pada dasarnya sebagian besar murid menyerap materi *speaking*. Tapi ada juga yang sebagian kecil murid yang masih *mispronunciation*.  
 P : Nanti penelitian saya pake lagu Pak.  
 GBI : Oya. Lagu-lagu berbahasa Inggris gitu maksudnya?  
 P : Iya Pak. Oya, kesulitan lainnya saat pelajaran *speaking* apa Pak?

GBI : Ya itu tadi Mbak. Seperti yang sudah saya bilang ke Mbak.  
P : Trus. Gimana Bapak kalo ngajar *speaking* di kelas?  
GBI : Biasanya saya ambil dari buku paket. Selain itu juga saya kasih teks yang berisi suatu topik. Contohnya, topik mengenai pohon, *parts of a tree*.  
P : Setelah itu gimana Pak?  
GBI : Ya saya beri penjelasan dulu ke anak-anak. Lalu saya minta mereka menjelaskan lagi bagian-bagian pohon tersebut tanpa melihat teks. Tentunya boleh dengan bahasa mereka sendiri asal tidak keluar dari teks.  
P : Oh gitu ya Pak. Selain buku paket dan teks dari Bapak, ada sumber lain?  
GBI : Kadang-kadang dari LKS.  
P : Lalu Kalau mereka maju ke depan kelas, sudah lancar atau belum Pak *pronunciation*nya?  
GBI : Ya cukup baik Mbak. Cuman masih sebagian kecil siswa yang masih kurang lancar.  
P : Gitu ya Pak. Ya sudah Pak, untuk sementara ini dulu. Besok-besok saya interview lagi. Saya permisi dulu Pak.  
GBI : Ya Mbak, silahkan.

#### **Interview 6** **27 Maret 2010**

P : Peneliti  
S : Siswa

P: Baiklah anak-anak. Kalian tahu kan kalau ada banyak kegunaan bahasa Inggris?  
S: ...(Para siswa diam.)  
P: Kita akan mempelajari kegunaan bahasa Inggris di Unit 5 dengan tema Rekreasi. Kalian kesulitan nggak mengucapkan beberapa kata bahasa Inggris di Unit 5 itu?  
S: Ya Miss.  
P: OK. Kalian baca dulu dialognya nanti kita bahas sama-sama.

#### **Interview 7**

P : Peneliti  
S : Student (Dewi)

P : Kamu bisa nggak tadi mbaca dialognya?  
S : Bisa sih *Miss*...  
P : Kata-katanya ada yang susah nggak?  
S : Ya dikit sih.  
P : Yang sulit yang mana?  
S : Ya kalo ada kata-kata yang baru tau jadi nggak tau juga cara ngucapinnya.  
P : Dulu pernah disuruh baca dialog juga?  
S : Pernah Mbak...  
P : Trus ngrasa sulit juga nggak ngucapinnya?

S : Ya dikit sih. Tapi biasanya dari buku Mbak jadi nggak terlalu susah.  
P : Trus pernah dikasih teks sama Pak Singgih sama disuruh mbaca ya?  
S : Iya. Teks tentang bagian-bagian dari pohon.  
P : Disuruh ngejelasin ya?  
S : Iya.  
P : Susah nggak?  
S : Susah Mbak....he he

### Interview 8

P : Peneliti  
S : Student (Linda)

P : Kamu paham nggak tadi isi dialognya?  
S : Sedikit...  
P : Kalau kata-katanya kamu paham nggak?  
S : Ya ada yang paham ada yang enggak.  
P : Kalau ada teks dulu suka diminta ngejelasin teks itu?  
S : Iya, kadang-kadang...  
P : Biasanya kalo pelajaran *speaking* itu kalian dikasih *phonetic transcription*nya atau disuruh ngejelasin teks?  
S : Kalo *phonetic transcription*nya enggak tapi kalo teks dikasih sama guru.  
P : Kalian disuruh gimana sama teks itu?  
S : Ya itu tadi disuruh ngejelasin. Kayak dulu pernah dikasih teks tentang pohon trus kita disuruh ngejelasin bagian-bagian dari pohon.  
P : Waktu itu sulit nggak ngejelasinnya?  
S : Ya dikit.

### Interview 9

P : Peneliti  
S : Siswa

P: Topik dalam dialog tadi menarik nggak?  
S: Ya, menarik.  
P: Kenapa?  
S: Menarik karena dialognya tentang kehidupan remaja.

### Interview 10

P : Peneliti  
S : Siswa

P: Menurut kamu dialog tadi sulit nggak?  
S: Sejauh ini belum ada, Miss.

### Interview 11

P : Peneliti

S : Siswa

P: Topik dialognya? Menarik?

S: Lumayanlah... Kita jadi tahu gimana jadi seorang pendengar yang baik buat temen kita.

### Interview 12

P : Peneliti

GBI : Guru Bahasa Inggris

P : Maaf Pak Singgih, saya mau tanya-tanya bentar.

GBI : Ya Mbak, silahkan.

P : Gini Pak, setelah saya interview anak-anak ternyata mereka ada yang kurang menguasai *pronunciation*. Katanya mereka hanya disuruh ngejelasin teks tapi nggak dikasih *phonetic transcription*nya.

GBI : Bukan nggak dikasih Mbak tapi saya jarang ngasih. Biasanya saya ngasih teks trus saya suruh anak-anak untuk mbaca dulu teksnya baru mereka menjelaskan isi teks. Mereka pake bahasa mereka sendiri ya mungkin karna itu juga *pronunciation*nya agak kurang banyak latihannya.

P : Gini Pak. Nanti penelitiannya saya coba ngasih *phonetic transcription*nya. Jadi mereka nggak bingung lagi cara ngucapin kata-kata dalam teks.

GBI : Kalo saya manut mbak'e saja.

P : Iya Pak. Nanti saya juga akan memberi mereka dialog dan berlatih untuk menampilkannya di depan kelas.

GBI : Ya sudah, dicoba aja nggak apa-apa Mbak. Mungkin mereka nanti jadi pede di pelajaran *speaking*.

P : Iya Pak. Nanti mereka saya suruh maju berkelompok dulu nanti baru satu satu.

GBI : Iya Mbak, bagus itu. Saya setuju. Asalkan mereka paham instruksi yang diberikan sama mbak'e.

P : Iya Pak. Jadi pertemuan mendatang saya terapkan dialognya ya Pak.

GBI : Ya boleh Mbak... Monggo.

P ; Ya Pak, terima kasih.

### Interview 13

1 April 2010

P : Peneliti

S : Student (Andri)

P : Kamu tadi grogi nggak waktu mbaca dialog di depan?

S : Ya dikit...

P : Biasanya biar nggak grogi kamu ngapain?  
 S : Ya nggak ngapa-ngapain Mbak, biasa aja tinggal maju.  
 P : Trus tadi dialognya ada kata yang sulit nggak?  
 S : Enggak...  
 P : Berarti tadi bisa ya latihan sama kelompoknya?  
 S : Ya nggak juga Mbak.  
 P : Kok bisa?  
 S : Ya harus kompak dulu sama hafal teksnya baru bisa.  
 P : Kamu tadi juga ngapalin teksnya to?  
 S : Hee... Iya Mbak.

#### Interview 14

P : Peneliti  
 S : Student (Dito)

P : Paham nggak tadi dialognya?  
 S : Paham *Miss*...  
 P : Dialognya tentang apa?  
 S : *How to respond someone's offering*.  
 P : Ada berapa cara merespon tawaran seseorang?  
 S : Ada tiga. *Offering, accepting, samarefusing something*.  
 P : Trus gimana cara merespon tawaran seseorang?  
 S : Lupa...He he  
 P : Kok lupa? Kan sudah ada di buku to?  
 S : Iya. Tapi masih lupa juga.

#### Interview 15

P : Peneliti  
 GBI : Guru Bahasa Inggris

P : Gini Pak, kemarin saya sudah memberi anak-anak materi dialog di kelas.  
 GBI : Iya Mbak, trus bagaimana?  
 P : Saya ngambil dialognya dari buku paket halaman 85-86. Tentang *responding to someone's offering*. Sebelumnya saya minta maaf ya Pak, saya lupa ngasih tahu Bapak kalo dialognya dari buku.  
 GBI : Oya Mbak, nggak papa. Metode maupun materi mengajarnya saya serahkan ke Mbak saja. Saya sih manut-manut aja.  
 P : Ya sudah Pak, terimakasih. Kemarin saya njelasin materinya dulu baru saya minta anak-anak mempraktekkan dialognya.  
 GBI : Kelompok apa individu Mbak?  
 P : Kelompok Pak. Soalnya buat latihan mereka dulu nanti kalo sudah agak lancar baru saya minta secara individu.  
 GBI : Terus hasilnya gimana Mbak?  
 P : Ya karna masih latihan ya belum ada peningkatan yang signifikan Pak.  
 GBI : Oh, gitu. Ya sudah Mbak, dilanjutkan saja.

P : Ya sudah Pak. Nanti materi dialog saya rampungkan dulu. Kalau sudah selesai saya lanjutkan materi tentang lagu. Oya Pak, Sabtu depan saya juga mau ngadain pretes tentang *pronunciation* murid Pak.

GBI : Monggo Mbak. Sudah disiapkan materi tesnya?

P : Sudah Pak. Besok sebelum pretes saya ajukan ke Bapak dulu biar dikoreksi Bapak.

GBI : Gitu juga nggak papa.

P : Baik Pak. Terimakasih. Saya permisi dulu

### **Interview 16**

P : Peneliti  
GBI : Guru Bahasa Inggris

P: Kalau dari segi kemanfaatan dialognya sendiri bagaimana Pak?

GBI: Maksudnya dari isi?

P: Iya.

GBI: Ya....bagus. Mereka paham tentang penggunaan kalimat-kalimat ekspresi menjadi pendengar yang baik.

### **Interview 17**

P : Peneliti  
S : Siswa

P: Kenapa kamu kok malu perform dialognya di depan kelas?

S: Ya, saya nggak pede, Miss. Saya takut salah.

### **Interview 18** **8 Mei 2010**

P : Peneliti  
S : Student (Yossy)

P : Nah sekarang kalo dikasih lagu pas jam pelajaran bahasa Inggris itu gimana pengaruhnya ke Yossy?

S : Emm...gimana ya.Ya yang pasti seneng gitu.

P : Ada perubahan nggak?

S : Ya ada.

P : Perubahannya apa?

S : Pelajaran *speaking* jadi lebih enak sama enjoy.

P : Tadi saya nyuruh kamu maju ke depan buat nyanyi, pendapat kamu gimana?

S : Hee... ya bagus. Jadi pede kalo nyanyi lagu berbahasa Inggris.

P : Kamu merasa kesulitan tadi?

S : Belum. Tadi lagunya kan dibahas bareng.  
 P : Kalau mengucapkan kata-kata yang ada dalam lagu?  
 S : Lumayan. Kan melatih *pronunciation* kita juga.

#### Interview 19

P : Peneliti  
 S : Student (Lili)

P : Menurut Lili, penggunaan lagu tadi untuk belajar *speaking* gimana?  
 S : Bagus.  
 P : Bagusnya gimana?  
 S : Emm...gimana yo... Lebih antusias! Lagipula di kelas jadi nggak ngantuk.  
 P : Emang ada perbedaan suasanaanya antara sebelum dan sesudah pake lagu di kelas?  
 S : Ya suasanaanya lebih fun aja mbak di kelas.  
 P : Terus, kalo belajar dua jam secara terus-menerus nggak ada selingan kayak lagu-lagu tadi, gimana?  
 S : Stress *Miss*...  
 P : Kenapa kok stress?  
 S : Karena belajarnya gitu-gitu tok.  
 P : Jadi penggunaan lagu tadi sangat bermanfaat buat kamu dong.  
 S : Iya.  
 P : Selain itu ada lagi nggak?  
 S : *Pronunciation* aku jadi meningkat mbak.

#### Interview 20

P : Peneliti  
 S : Siswa

P: Gimana menurut kamu sama pelajaran tadi?  
 S: Seneng.  
 P: Senengnya gimana?  
 S: Oh... Itu kita bisa terima pelajaran dengan nuansa baru, jadinya nggak bosan. Sebelumya kan gurunya cuman nerangin materi tok.  
 P: Trus, dari soal-soal tadi, kamu menemui kesulitan nggak?  
 S: Enggak, Miss.  
 P: Bagus. Jadi sudah lancar dong kalo ngomong bahasa Inggris  
 S: He he... ya sudah Miss...  
 P: Ada gunanya nggak waktu kamu maju ke depan kelas?  
 S: Maksudnya Miss?  
 P: Ya *pronunciation* kamu jadi meningkat nggak gitu lho.  
 S: Meningkatkan Mbak. Soalnya dihapalin liriknya.



### **Interview 21**

P : Peneliti

S : Siswa

P: Apa kalian sering latihan speaking?

S: Nggak, Miss.

### **Interview 22**

P : Peneliti

S : Siswa

P: Kenapa kamu jarang latihan speaking?

S: Karena memang pak guru jarang ngasih latihan speaking jadi saya juga jarang latihan.

### **Interview 23**

P : Peneliti

S : Siswa

P: Kenapa tadi kok nggak mau cerita ke depan kelas?

S: ... (Para siswa diam. Tidak ada yang menjawab pertanyaan dari peneliti.)

P: Baiklah, kalau kamu Yossi. Kenapa tadi kamu nggak maju ke depan kelas?

S: Saya malu sama takut lo salah pas maju.

### **Interview 24**

P : Peneliti

S : Siswa

P: Gimana perasaanmu tadi pas ikut kompetisi?

S: Saya senang dan tertarik ikut kompetisi tadi.

### **Interview 25**

P : Peneliti

S : Siswa

P: Kenapa tadi nggak mau maju ke depan kelas?

S: Saya malu sama masih takut salah lo maju. He he...

### **Interview 26**

P : Peneliti

S : Siswa

P: Bisa ngerjain latihannya nggak?

S: Bisa, Miss.

P: Ada kesulitan nggak?

S: Nggak ada, Miss. Soalnya dikasih banyak contoh jadi ga susah ngerjainnya.

### **Interview 27**

P : Peneliti

S : Siswa

P: Gimana tadi rasanya nyanyi di depan kelas?

S: Seneng banget, Miss.

P: Kenapa kamu seneng?

S: Soalnya lirik lagunya gampang diinget jadi saya bisa nyanyi di depan tadi.

P: Tadi saya liat pronunciation kamu sangat bagus.

S: Ini juga karena kata-kata di lagunya gampang, Miss. He he...

### **Interview 28**

P : Peneliti

S : Siswa

P: Kita akan mengadakan kompetisi lagi seperti pertemuan kemaren. Kemaren kan kalian masih malu dan takut untuk maju ke depan to?

S: Ya, Miss.

P: Baiklah. Untuk yang sekarang kalian ga perlu malu dan takut lagi maju ke depan. Walaupun di antara kalian ada yang masih salah, saya tetap menghargai usaha kalian.

### **Interview 29**

P : Peneliti

S : Siswa

P: Gimana setelah ikut kompetisi tadi? Beda kan sama kompetisi sebelumnya?

S: Saya merasa bersemangat, Miss. Iya, beda sama kompetisi kemaren.

P: Apanya yang beda?

S: Yaaa... Tadi kan Miss udah ngasih motivasi ke kita biar ga usah malu sama takut lagi maju. Makanya saya jadi termotivasi, Miss.

### Interview 30

P : Peneliti

GBI : Guru Bahasa Inggris

P : Bagaimana tanggapan Bapak dengan pelajaran yang saya ajarkan tadi di kelas?

GBI : Kalau menurut saya semakkin lama semakin baik ya. Membuat siswa semakin aktif. Tadi terlihat semangat sekali mengikuti pelajaran.

P : Kalau yang menginterpretasi lagu gimana Pak?

GBI : Sudah cukup Mbak. Ya tadi juga kelihatan kan buktinya mereka dah cukup lancar ngomong bahasa Inggrisnya.

P : Kalau bagian yang mereka *perform* di depan kelas?

GBI : Itu dapat membantu kepercayaan diri mereka ya khususnya tampil menyanyi lagu berbahasa Inggris. Memang pas awal-awalnya mereka malu kayak yang Mbak bilang kemaren tapi akhirnya pede juga to.

P : Menurut Bapak lagu tadi menarik nggak?

GBI : Judul dan temanya menarik Mbak. Apalagi anak-anak tahu penyanyinya. Cuma liriknya agak panjang jadi anak-anak lama menghafalnya.

P : Pak, tadi kan saya ngisi di kelas ada *pre-listening*, pertanyaan seputar lagu, prediksi pelafalan kata-kata dalam lagu, dan menebak tema dan isi lagu. Menurut Bapak gimana?

GBI : Ya nambah pengalaman mereka aja Mbak. Selama ini kan saya ngajarnya monoton, itu-itu saja. Mereka jadi tahu gimana memprediksi pelafalan kata-kata bahasa Inggris, tema, dan isi lagu.

P : Jadi kesimpulannya, mereka sedikit mulai lancar *speaking*nya ya Pak.

GBI : Ya saya rasa begitu.

P : Pertemuan selanjutnya mulai masuk ke penilaian berarti ya Pak.

GBI : Monggo terserah Mbak saja. Seperti ini saja dulu. Melancarkan *speaking* siswa dulu.

### Interview 31

P : Peneliti

S : Student (Anisa)

P : OK Anisa, menurut Anisa gimana? Belajar *speaking* pake dialog dan lagu?

S : Seru Mbak! Seneng banget.

P : Senengnya gimana dek?

S : Ya belajarnya jadi enak, enggak ngebosenin.

P : Tadi sewaktu pelajaran semangat dong.

S : Iya.

P : Ada kesulitan nggak pas tadi maju ke depan kelas?

S : Belum *Miss*...

P : Tadi mbahas lagunya bareng-bareng gitu gimana?

- S : Ya mbantu banget. Jadi nggak kesulitan memahami lagunya. Jadi kan nyanyinya kan lebih gampang. Kalo bareng-bareng dulu kan jadi ada yang bantu.
- P : Tugas menghafal lagunya secara individu merasa kesulitan nggak?
- S : Enggak. Kan udah ada liriknya. Tinggal diafalin tok.

### Interview 32

- P : Peneliti
- S : Student (Putri)
- P : Menurut Putri gimana tadi pelajarannya? Kan beda tu dari biasanya ya? Jadi pake lagu-lagu gitu.
- S : Enak dan nggak bikin bosan. Bikin semangat gitu. Tadinya kan *boring* Mbak soalnya Pak Singgih belum pernah ngajarin *speaking* pake lagu.
- P : Lagunya menurut kamu menarik nggak?
- S : Menarik Mbak. Kan aku tahu Westlife sama Michael Jackson.
- P : Nah, kalo pengucapan kata-kata yang ada dalam lagu sendiri, ada kesulitan nggak?
- S : Nggak harus bisa ngucapin semua kata dalam lagu to Mbak?
- P : Ya sebaiknya harus. Kan nanti yang dinilai *pronunciation*nya. Tapi kamu paham isi lagunya to?
- S : Ya paham. Kan ndengerin lagunya diulang-ulang jadi tahu isinya.
- P : Okey. Untungnya apa kalo sudah paham isi sama cara ngucapin kata-kata dalam lagunya?
- S : Ya jadi gampang nyanyinya Mbak... He he

### Interview 33

- P : Peneliti
- S : Student (Gilang)
- P : OK. Gilang Ya. Emm... Kemaren sama tadi kan selain kita belajar pake media, dialog, kita juga diskusi kelompok sama penampilan *speaking* secara kelompok dan individu. Itu menurut Gilang gimana?
- S : Emm...ya bagus ya! Soalnya itu kan melatih kelancaran kita dalam pengucapan kata-kata bahasa Inggris.
- P : Emm...jadi kemarin sama tadi itu kita yang diskusi kelompok sama penampilan menyanyi kalian, menurut Gilang efeknya gimana?
- S : Maksudnya Mbak?
- P : Ya pengaruhnya ke pelajaran *speaking* kalian.
- P : Oh... Ya lebih enjoy aja Mbak lagian kan sebelum ini nggak cuman fokus ke pelajaran itu lho! Ada lagu-lagunya jadi murid-murid tuh nggak pada bosan gitu. Dapet suasana baru gitu lho nggak hanya tentang materi di buku atau LKS tok.

### Interview 34

P : Peneliti

GBI : Guru Bahasa Inggris

P : Gini Pak. Saya kan sudah selesai merampungkan cycle 1 dan 2. Bagaimana tanggapan Bapak tentang *cycle-cycle* yang sudah saya laksanakan yaitu penggunaan media dialog dan lagu. Apakah ada perubahan dalam proses pembelajaran bahasa Inggris di kelas khususnya dalam hal *speaking* Pak?

GBI : Oh... tentang kegiatan di *cyclenya* ya. Bukan materinya.

P : Iya Pak. Tentang *actionnya*.

GBI : Ya kalo saya amati sudah sangat bagus mbak. Anak-anak jauh lebih tertarik sama pelajarannya. Lha menurut Mbak sendiri gimana? Mbak kan yang melaksanakan penelitiannya.

P : Nah, justru itu Pak. Saya mau memberi tahu hasil *cycle-cyclenya*. Anak-anak jadi lebih aktif di kelas khususnya pelajaran *speaking*. Mereka bersemangat sekali untuk mengikuti pelajaran. Apalagi waktu diskusi kelompok mereka sangat antusias.

GBI : Jadi diskusi kelompok itu memberikan kontribusi ya dalam KBM?

P : Ya, sangat membantu Pak.

GBI : Kalau lagunya sendiri gimana?

P : Kalo lagunya... di kelas suasananya jadi lebih seru. Mereka semua sudah bisa melafalkan kata-kata bahasa Inggris dengan sangat baik dan lancar. *Pronunciationnya* juga sudah benar. Sudah berani maju ke depan kelas untuk *perform* menyanyi. Menurut bapak bagaimana dengan *cycle* kedua ini?

GBI : Sudah baik Mbak.

P : Perlu cycle 3 nggak Pak?

GBI : Tidak usah mbak. Sudah bisa dilihat kok kalau kemampuan *speaking* mereka meningkat. Oya sudah post tes juga to?

P : Sudah Pak. Soalnya sama seperti kemarin. Baik Pak, kalau begitu terimakasih.

GBI : Iya, sama-sama Mbak.

# *APPENDIX 3*

## LESSON PLANS

### **RPP 1**

Tingkat Satuan Pendidikan	:	Sekolah Menengah Pertama
Nama Sekolah	:	SMPN 1 Tasikmadu
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	Kelas II / Semester 2
Materi	:	Language Function
Standar Kompetensi	:	Mengungkapkan makna dalam percakapan lisan sederhana.
Kompetensi Dasar	:	Bercakap-cakap untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: menawarkan, menerima, dan menolak sesuatu.
Indikator	:	Bercakap-cakap untuk menawarkan, menerima, dan menolak sesuatu.
Aspek / Skill	:	Pronunciation / Speaking
Alokasi Waktu	:	2 x 40 menit

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#### **A. Tujuan Pembelajaran**

Siswa dapat merespon dan mempraktikan ungkapan-ungkapan yang ada dalam dialog.

#### **B. Materi Pembelajaran**

Mempraktikan dialog sederhana dengan menggunakan ungkapan:

Would you like....?

Do you want.....?

Yes, thank you.

Sure, thanks.

No, thank you.

Thanks, I've had enough.

Contoh:

a) A: Would you like a cup of tea?

B: Sure, thanks.

A: Do you want some sugar?

B: No, thank you.

b) A: Do you want more paper?

B: Thanks. I've had enough.

**C. Teknik : Three phase steps**

**D. Langkah-langkah pembelajaran**

1. Presentation

- Guru mereview materi pada pertemuan sebelumnya dan mengulang secara sekilas.
- Guru menjelaskan materi pelajaran yaitu language function.
- Guru memberi contoh dialog-dialog yang menggunakan language function.

2. Practice

- Guru meminta siswa untuk mempraktikan dialog bersama dengan guru.
- Siswa mempraktikan dialog dengan teman sebangkunya.

3. Production

Siswa mempraktikan dialog sederhana dengan ungkapan yang sesuai.

**E. Sumber Belajar**

1. Buku The Bridge English Competence, anggota IKAPI, Yudhistira, 2007.
2. Kamus Bahasa Inggris

**F. Penilaian**

1. Teknik

Teknik penilaian diberikan secara lisan, yaitu ketika siswa mempraktekkan dialog sederhana.

2. Bentuk Instrumen: praktik lisan



**G. Rubrik Penilai**

No.	Aspek yang dinilai	Rentang skor	Skor
1.	Performance	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Pronunciation	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

**MATERIAL**  
**(LANGUAGE FUNCTION)**

Dialog 1

A: Hi Dad. What about breakfast?

B: Sure, thanks. I'm really hungry. What do we have?

A: Are toast and eggs okay?

B: Great.

A: Do you want coffee?

B: Yes, thanks.

Dialog 2

Soni : Dad, I'm thirsty.

Mr. Akbar : What about some soda?

Soni : No, thank you.

Mr. Akbar : Why not?

Soni : The doctor doesn't allow me to drink soda, remember?

Mr. Akbar : I see.

## WORKSHEET

**Complete the dialogues then practice them in pairs.**

1. Helen : Hi, Mom. What about lunch?

Mrs. Jack : \_\_\_\_\_. I'm really hungry. What do we \_\_\_\_\_?

Helen : Fried noodles. Is that fine?

Mrs. Jack : \_\_\_\_\_.

2. Tom : Do you want some coffee?

Jerry : \_\_\_\_\_.

Tom : What about tea?

Jerry : \_\_\_\_\_.

3. Jean : Would you like some coffee, Mary?

Mary : \_\_\_\_\_.

Jean : Cream and sugar?

Mary : \_\_\_\_\_. I prefer black.

## RPP 2

Tingkat Satuan Pendidikan	:	Sekolah Menengah Pertama
Nama Sekolah	:	SMPN 1 Tasikmadu
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	Kelas II / Semester 2
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Standar Kompetensi	:	Mengungkapkan makna dalam percakapan lisan sederhana.
Kompetensi Dasar	:	Bercakap-cakap untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: menawarkan, menerima, dan menolak sesuatu.
Indikator	:	Bercakap-cakap untuk menawarkan, menerima, dan menolak sesuatu.
Aspek / Skill	:	Pronunciation / Speaking
Alokasi Waktu	:	2 x 40 menit

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Contoh:

a) A: Would you like a cup of tea?

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A: Do you want some sugar?

B: No, thank you.

b) A: Do you want more paper?

B: Thanks. I've had enough.

**C. Teknik : Three phase steps**

**D. Langkah-langkah pembelajaran**

1. Presentation

- Guru mereview materi pada pertemuan sebelumnya dan mengulang secara sekilas.
- Guru menjelaskan bagaimana cara bertanya jawab dengan benar.
- Guru memberi contoh dialog-dialog yang menggunakan language function.

2. Practice

- Guru meminta siswa untuk mempraktikan dialog secara individu
- Siswa mempraktikan dialog di depan kelas.

3. Production

Siswa mempraktikan dialog sederhana dengan ungkapan yang sesuai.

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**MATERIAL**  
**(LANGUAGE FUNCTION)**

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Soni : No, thank you.

Mr. Akbar : Why not?

Soni : The doctor doesn't allow me to drink soda, remember?

Mr. Akbar : I see.

**WORKSHEET**

**TASK. Make a dialog using the expressions of offering, accepting, and refusing something. Perform it in front of the class.**

### RPP 3

Tingkat Satuan Pendidikan	:	Sekolah Menengah Pertama
Nama Sekolah	:	SMPN 1 Tasikmadu
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	Kelas II / Semester 2
Materi	:	Language Function
Standar Kompetensi	:	Mengungkapkan makna dalam percakapan lisan sederhana.
Kompetensi Dasar	:	Bercakap-cakap untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur mengawali, memperpanjang, dan menutup percakapan telepon.
Indikator	:	Bercakap-cakap untuk mengawali, memperpanjang, dan menutup telepon
Aspek / Skill	:	Speaking
Alokasi Waktu	:	2 x 40 menit

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#### A. Tujuan Pembelajaran

Siswa dapat merespon dan mempraktikkan ungkapan-ungkapan yang ada dalam dialog.

#### B. Materi Pembelajaran

Mempraktikkan dialog sederhana dengan menggunakan ungkapan:

- Mengawali percakapan telepon

Good morning.

Hello, this is Mary speaking.

Can I speak to.....?

- Memperpanjang percakapan telepon

Would you like to come to my birthday party?

Have you done your homework?

- Mengakhiri percakapan telepon

Goodbye.

See you.

Contoh:

Arlan : Good morning. This is Arlan speaking. Can I speak to Vino?

Vino : Yes, this Vino's speaking. What's up?

Arlan : Would you come to basketball competition?



Vino : Yes, of course. I will be there at 04.00 p.m.

**C. Teknik : Three phase steps**

**D. Langkah-langkah pembelajaran**

1. Presentation

- Guru mereview materi pada pertemuan sebelumnya dan mengulang secara sekilas.
- Guru menjelaskan materi pelajaran yaitu language function.
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2.	Pronunciation	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

## MATERIAL

Language Function	Expressions
1. Make a call	Good morning; Hello. This Irwan's speaking; Can I speak to....
2. Lengthen a call	Would you like to come to my birthday party?; Have you done your home work?
3. End a call	Goodbye; See you.

**Exercise. Complete the dialogues using the appropriate expressions. Parctice them in pairs.**

1. A : Tina's father is sent to the hospital.

B : \_\_\_\_\_

2. X : My sister lost her purse in taxi.

Y : \_\_\_\_\_

3. Sandra : Hi, Dewi. Do you know the hottest gossip now?

Dewi : Oh... no, I don't. What's going on?

Sandra : Indra just wins in the International Speech Contest.

Dewi : Wow... Really? \_\_\_\_\_

4. Azis : Le, have you gotten birthday invitation from Andre?

Sule : Yes, I have. What's wrong?

Azis : Nothing. Well, I just wanna inform you that he will invite Nidji in his party.

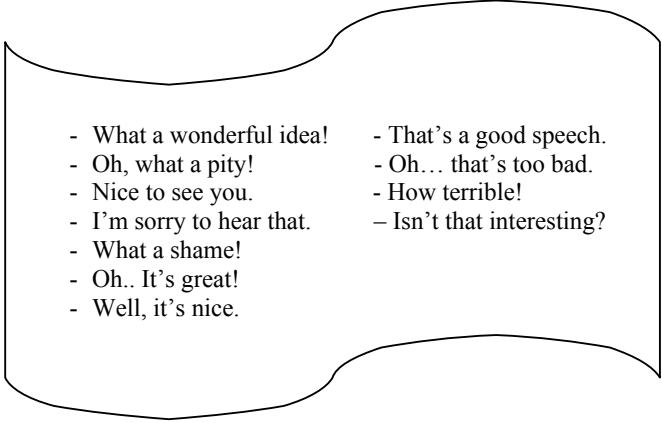
Sule : \_\_\_\_\_

5. Rian : Hi, Ariel. \_\_\_\_\_

Ariel : Hi, Rian. Oh, thanks.

Rian : Where do you buy it?

Ariel : No, I don't buy it. My brother gave me this shoes as my birthday present.

- 
- What a wonderful idea!
  - Oh, what a pity!
  - Nice to see you.
  - I'm sorry to hear that.
  - What a shame!
  - Oh.. It's great!
  - Well, it's nice.
  - That's a good speech.
  - Oh... that's too bad.
  - How terrible!
  - Isn't that interesting?

#### **RPP 4**

Tingkat Satuan Pendidikan	:	Sekolah Menengah Pertama
Nama Sekolah	:	SMPN 1 Tasikmadu
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	Kelas II / Semester 2
Materi	:	Language Function
Standar Kompetensi	:	Mengungkapkan makna dalam percakapan lisan sederhana.
Kompetensi Dasar	:	Bercakap-cakap untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur mengawali, memperpanjang, dan menutup percakapan telepon.
Indikator	:	Bercakap-cakap untuk mengawali, memperpanjang, dan menutup telepon
Aspek / Skill	:	Speaking
Alokasi Waktu	:	2 x 40 menit

---

#### **A. Tujuan Pembelajaran**

Siswa dapat merespon dan mempraktikkan ungkapan-ungkapan yang ada dalam dialog.

#### **B. Materi Pembelajaran**

Mempraktikkan dialog sederhana dengan menggunakan ungkapan:

- Mengawali percakapan telepon

Good morning.

Hello, this is Mary speaking.

Can I speak to.....?

- Memperpanjang percakapan telepon

Would you like to come to my birthday party?

Have you done your homework?

- Mengakhiri percakapan telepon

Goodbye.

See you.

Contoh:

Arlan : Good morning. This is Arlan speaking. Can I speak to Vino?

Vino : Yes, this Vino's speaking. What's up?

Arlan : Would you come to basketball competition?

Vino : Yes, of course. I will be there at 04.00 p.m.

**C. Teknik : Three phase steps**

**D. Langkah-langkah pembelajaran**

1. Presentation

- Guru mereview materi pada pertemuan sebelumnya dan mengulang secara sekilas.
- Guru menjelaskan bagaimana cara bertanya jawab dengan benar.
- Guru memberi contoh dialog-dialog yang menggunakan language function.

2. Practice

- Guru meminta siswa untuk membuat dialog yang mengandung ungkapan-ungkapan yang telah dipelajari.
- Guru meminta siswa mempraktikan dialog secara individu.
- Siswa mempraktikan dialog di depan kelas.

3. Production

Siswa membuat dan mempraktikan dialog sederhana dengan ungkapan yang sesuai..

**E. Sumber Belajar**

1. Buku The Bridge English Competence, anggota IKAPI, Yudhistira, 2007.
2. Kamus Bahasa Inggris

**F. Penilaian**

1. Teknik

Teknik penilaian diberikan secara lisan, yaitu ketika siswa mempraktekkan dialog sederhana di depan kelas.

2. Bentuk Instrumen: praktik lisan

**G. Rubrik Penilai**

No.	Aspek yang dinilai	Rentang skor	Skor
1.	Performance	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Pronunciation	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

## MATERIAL

Language Function	Expressions
1. Make a call	Good morning; Hello. This Irwan's speaking; Can I speak to....
2. Lengthen a call	Would you like to come to my birthday party?; Have you done your home work?
3. End a call	Goodbye; See you.

**TASK.** Make a dialogue using the expressions of make, lengthen, and end a call. Perform it in front of the class.



## RPP 5

Tingkat Satuan Pendidikan	:	Sekolah Menengah Pertama
Nama Sekolah	:	SMPN 1 Tasikmadu
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	Kelas II / Semester 2
Materi	:	Pronunciation
Standar Kompetensi	:	Melafalkan lirik dalam lagu.
Kompetensi Dasar	:	Melafalkan lirik dalam lagu yang bertemakan kehidupan remaja.
Indikator	:	Melafalkan lirik dalam lagu dengan baik dan benar
Aspek / Skill	:	Speaking
Alokasi Waktu	:	2 x 40 menit

---

### A. Tujuan Pembelajaran

1. Siswa dapat melafalkan lirik lagu dengan baik dan benar.
2. Siswa dapat mengidentifikasi phonetic transcriptions dalam lirik lagu.

**B. Materi Pembelajaran** : Lagu berjudul 'More than words' dari Westlife.

**C. Teknik** : Three phase steps

### D. Langkah-langkah pembelajaran

#### 1. Presentation

- Guru membagi lirik lagu pada siswa.
- Guru menjelaskan isi lagu.
- Guru memperdengarkan lagu pada siswa.

#### 2. Practice

- Guru bersama siswa menyanyikan lagu.
- Guru meminta siswa untuk membuat kelompok.
- Guru meminta tiap kelompok untuk menyanyikan lagu di depan kelas

#### 3. Production

Siswa melafalkan lirik lagu dengan baik dan benar.

**E. Sumber Belajar :**

1. Lagu dan lirik dari [www.metalyric.com](http://www.metalyric.com)
2. Kamus bahasa Inggris

**F. Penilaian**

1. Teknik

Teknik penilaian diberikan secara lisan yaitu ketika siswa diminta untuk menyanyikannya di depan kelas.

2. Instrumen: praktik lisan

**G. Rubrik Penilai**

No.	Aspek yang dinilai	Rentang skor	Skor
1.	Performance	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Pronunciation	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

## MATERIAL

### **MORE THAN WORDS**

**By Westlife**

Saying I love u is not the words I want to hear from you  
Is not that I want you not to say, but if you only knew....  
How easy it would be to show me how you feel  
More than words... is all you have to do to make it real,  
Then you wouldn't have to say that you love me,  
'Cause I'd already know  
What would you do if my heart was torn in two, more than words to show you  
feel that your love for me is real?  
What would u say, if I took those words away? Then you couldn't make things  
new just by saying "I love u"  
It's more than words, it's more than what u say, it's the things u do.. oh yeah.. 2x  
Now that I've tried to, talk to you and make you understand,  
All you have to do is close your eyes and just reach out your hands  
And touch me, hold me close don't ever let me go  
More than words, is all I ever needed u to show, then you wouldn't have to say  
that you love me.. Cause I'd already know  
What would you do if my heart was torn in two,  
More than words to show you feel that your love for me is real  
What would you say, if I took those words away? Then you couldn't make things  
new just by saying "I love u"

## PHONETIC TRANSCRIPTIONS

Words: /wɜːdz/

Love: /lʌv/

Torn: /tɜːn/

Touch: /tʌtʃ/

## RPP 6

Tingkat Satuan Pendidikan	:	Sekolah Menengah Pertama
Nama Sekolah	:	SMPN 1 Tasikmadu
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	Kelas II / Semester 2
Materi	:	Pronunciation
Standar Kompetensi	:	Melafalkan lirik dalam lagu.
Kompetensi Dasar	:	Melafalkan lirik dalam lagu yang bertemakan kehidupan remaja.
Indikator	:	Melafalkan lirik dalam lagu dengan baik dan benar
Aspek / Skill	:	Speaking
Alokasi Waktu	:	2 x 40 menit

---

### A. Tujuan Pembelajaran

1. Siswa dapat melafalkan lirik lagu dengan baik dan benar.
2. Siswa dapat mengidentifikasi phonetic transcriptions dalam lirik lagu.

**B. Materi Pembelajaran** : Lagu berjudul 'That's the truth' dari Jan Nigro.

**C. Teknik** : Three phase steps

### D. Langkah-langkah pembelajaran

#### 1. Presentation

- Guru membagi lirik lagu pada siswa.
- Guru menjelaskan isi lagu.
- Guru memperdengarkan lagu pada siswa.

#### 2. Practice

- Guru bersama siswa menyanyikan lagu.
- Guru meminta siswa untuk membuat kelompok.
- Guru meminta tiap kelompok untuk menyanyikan lagu di depan kelas

#### 3. Production

Siswa melafalkan lirik lagu dengan baik dan benar.

**E. Sumber Belajar :**

1. Lagu dan lirik dari [www.metalyric.com](http://www.metalyric.com)
2. Kamus bahasa Inggris

**F. Penilaian**

1. Teknik

Teknik penilaian diberikan secara lisan yaitu ketika siswa diminta untuk menyanyikannya di depan kelas.

2. Instrumen: praktik lisan

**G. Rubrik Penilai**

No.	Aspek yang dinilai	Rentang skor	Skor
1.	Performance	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Pronunciation	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

## MATERIAL

### **That's the Truth** **Jan Nigro**

I'm not gonna tell you any more lies,  
'Cause I've had quite a fright!  
You see, I told you a lie just yesterday,  
And I, I couldn't sleep all night!  
It felt just like a monster,  
I created in my own mind.  
All I said was no when I should've said yes...  
Then no peace could I find!

#### CHORUS:

Honesty, you're a good friend,  
And I want you back again.  
Cause it feels so good inside,  
Every time I've tried honesty!

I felt this feeling coming over me,  
And for the very first time,  
I couldn't look you in the eye,  
I felt like I'd committed a crime!  
Why didn't I just tell the truth?  
It would've been so much easier on me.  
If I knew then what I know now...  
I would've tried honesty!

#### CHORUS

I thought that I could get away with it,  
But I should never have tried.  
'Cause though nobody else found out,  
Well I still knew I lied!  
Some folks call it clever,  
And some folks call it smooth,  
But no matter what you call a lie,  
It's a lie and THAT'S THE TRUTH!

## PHONETIC TRANSCRIPTIONS

- Truth: /tru:θ/
- Fright: /frʌIt/
- Honesty: /'cn.ə.sti/
- Thought: /θc:t/

# *APPENDIX 4*

## PRONUNCIATION TEST



**SMP NEGERI I TASIKMADU  
PRONUNCIATION TEST  
TAHUN AJARAN 2009-2010**

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**BIDANG STUDY : BAHASA INGGRIS  
KELAS : VIII**

**Task**

**Choose one of two songs below and sing it with good pronunciation.**

1. More than Words
2. That's the Truth

# *APPENDIX 5*

## QUESTIONNAIRES

## ANGKET DAN LEMBAR OBSERVASI UNTUK SISWA

---

Isilah angket di bawah ini untuk menilai kinerja guru di kelas.

1. Apakah Anda mengalami kesulitan memahami penjelasan mengenai materi oleh guru?Jelaskan.

.....

2. Pada saat mengalami kesulitan apakah Anda berusaha bertanya kepada teman lain atau kepada guru ?

.....

3. Apakah Anda selalu membutuhkan bimbingan dari guru agar dapat memahami materi pelajaran ?Jelaskan.

.....

4. Bagaimanakah guru merespon setiap pertanyaan dari murid ?

.....

5. Bagaimanakah guru menciptakan suasana belajar di dalam kelas?

.....

6. Bagaimanakah cara guru mengajar Anda di kelas ?

.....

7. Bagaimanakah cara guru menilai hasil pekerjaan siswa?

.....

8. Apakah menurut Anda fasilitas mengajar yang diberikan guru sudah mencakup materi pelajaran ?Jelaskan

.....

9. Bagaimanakah guru memotivasi Anda untuk rajin belajar ?

.....

10. Bagaimanakah penilaian dan masukan Anda untuk guru supaya meningkatkan kinerjanya di dalam kelas ?

.....

## ANGKET DAN LEMBAR OBSERVASI UNTUK SISWA

---

Isilah angket di bawah ini untuk menilai kinerja guru di kelas.

1. Apakah Anda mengalami kesulitan memahami penjelasan mengenai materi oleh guru?Jelaskan.

.....

2. Pada saat mengalami kesulitan apakah Anda berusaha bertanya kepada teman lain atau kepada guru ?

.....

3. Apakah Anda selalu membutuhkan bimbingan dari guru agar dapat memahami materi pelajaran ?Jelaskan.

.....

4. Bagaimanakah guru merespon setiap pertanyaan dari murid ?

.....

5. Bagaimanakah guru menciptakan suasana belajar di dalam kelas?

.....

6. Bagaimanakah cara guru mengajar Anda di kelas ?

- .....
7. Bagaimanakah cara guru menilai hasil pekerjaan siswa?

- .....
8. Apakah menurut Anda fasilitas mengajar yang diberikan guru sudah mencakup materi pelajaran ?Jelaskan

- .....
9. Bagaimanakah guru memotivasi Anda untuk rajin belajar ?

- .....
10. Bagaimanakah penilaian dan masukan Anda untuk guru supaya meningkatkan kinerjanya di dalam kelas ?
- .....

Observation Guide 1 Teacher Performance

Nama: Singgih K. Hari/Tanggal: 8 Mei 2010

Jabatan: (~~Guru kelas~~/Guru bahasa Inggris/.....) VIII G (Bilingual)

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Sebutkan dan jelaskan materi-materi yang menarik untuk pengajaran 'speaking'!
2. Buku teks yang seperti apa yang tepat untuk mengajar 'speaking'?
3. Mengapa teknik PPP tepat untuk mengajar 'speaking'?
4. Sebutkan dan jelaskan 'imagination' dalam 'speaking'!
5. 'Realistic situation' apa saja yang tepat untuk mengajar 'speaking'?
6. Sebutkan dan jelaskan media yang dapat mendukung 'teacher performance'!
7. Metode apa saja yang tepat untuk mendukung 'teacher performance'?
8. Sebutkan nilai-nilai penting dalam 'teacher performance'?
9. Sebutkan faktor-faktor yang mempengaruhi 'teacher performance'!
10. Faktor-faktor apa saja yang mempengaruhi tingginya suatu 'teacher performance'?
11. Bagaimana mengaplikasikan faktor-faktor tersebut dengan tepat?
12. Bagaimana seorang guru dapat melakukan 'teacher performance' dengan baik?

13. Bagaimana seorang guru dapat dikatakan sudah memiliki pengetahuan dan pengalaman dalam teacher 'performance'?Jelaskan!
14. Teknik-teknik apa saja yang tepat untuk mengajar 'speaking'?
15. Sebutkan teknik-teknik yang dapat mendukung 'teacher performance'!
16. Materi seperti apa yang diberikan pada siswa yang sudah sesuai dengan kurikulum yang berlaku?
17. Materi 'speaking' yang bagaimana yang mudah dipahami oleh siswa?
18. Materi-materi apa saja yang efektif untuk mengajar 'speaking' siswa?
19. Metode apa yang efektif untuk mengajar 'speaking' siswa?
20. Bagaimana metode tersebut dapat mendukung 'teacher performance'?
21. Bagaimana media yang digunakan guru dalam mengajar 'speaking' dapat dikatakan mendukung 'teacher performance'?
22. Fasilitas yang bagaimana yang dapat mendukung 'teacher performance'?
23. Strategi apa saja yang bisa ditempuh untuk mencapai 'teacher performance'?



1. Materi-materi yang menarik untuk pengajaran 'speaking' yaitu materi-materi yang relevan dengan perkembangan jaman dan yang dekat dengan kehidupan siswa.
2. Buku teks yang tepat untuk mengajar 'speaking' adalah buku teks yang relevan dengan kurikulum yang berlaku dan yang menarik bagi siswa.
3. Teknik PPP tepat untuk mengajar 'speaking' karena dalam teknik tersebut terdapat langkah-langkah pengajaran yaitu (*presentation*) pengenalan materi kepada siswa, (*practice*) pelatihan materi bagi siswa, dan (*production*) proses dimana siswa mengaplikasikan materi yang telah diberikan.
4. 'Imagination' dalam 'speaking' yang dimaksud disini adalah siswa menggunakan imajinasi mereka ketika menyusun kalimat yang akan diucapkan kepada pendengar.
5. 'Realistic situation' yang tepat untuk mengajar 'speaking' adalah dalam pengajaran 'speaking' harus menggunakan materi yang dekat dengan kehidupan sehari-hari siswa sehingga siswa mudah memahami materi tersebut.
6. Media yang dapat mendukung 'teachers' performance' yaitu:
  - Elektronik: media elektronik seperti komputer dapat berfungsi sebagai alat untuk menilai kinerja guru.
  - Cetak: media cetak seperti catatan, grafik, angket, dan lain-lain dapat membantu dalam menilai kinerja guru.
7. Metode yang tepat untuk mendukung 'teachers' performance' adalah penilaian yang tepat dan adil.
8. Nilai-nilai penting dalam 'teachers' performance' yaitu meningkat atau tidaknya kinerja guru, pengaruh kinerja guru terhadap 'performance' siswa, dan memadai atau tidaknya fasilitas pendukung meningkatnya kinerja guru.
9. Faktor-faktor yang mempengaruhi 'teacher performance' adalah teknik mengajar guru; hasil kerja siswa; motivasi dan minat siswa terhadap pelajaran; dan angket/penilaian siswa terhadap guru selama proses belajar mengajar.
10. Jawaban sama dengan nomor 9.
11. Mengaplikasikan faktor-faktor tersebut dengan tepat yakni dengan memenuhi semua kriteria yang ada dalam faktor-faktor tersebut.
12. Jawaban sama dengan nomor 11.
13. Seorang guru dapat dikatakan sudah memiliki pengetahuan dan pengalaman dalam 'teachers' performance' apabila kinerja guru tersebut sudah meningkat karena dengan meningkatnya kinerja guru maka guru tersebut dapat dikatakan telah berpengalaman.

14. Teknik yang tepat untuk mengajar 'speaking' adalah PPP.
15. Sama dengan jawaban nomor 14.
16. Materi yang sudah sesuai dengan kurikulum yang berlaku yaitu materi yang relevan atau mengandung SKKD untuk siswa SMP.
17. Materi 'speaking' yang mudah dipahami siswa adalah materi yang memberikan penjelasan dan instruksi yang mudah untuk siswa sehingga siswa dapat menguasai dan memahami materi dengan baik.
18. Materi-materi yang efektif untuk mengajar 'speaking' siswa adalah materi-materi yang dapat membuat siswa tertarik pada pelajaran tersebut dan materi-materi yang interaktif bagi siswa.
19. Metode yang efektif untuk mengajar 'speaking' siswa adalah drilling.
20. Drilling dapat mendukung 'teachers' performance' dengan mengaplikasikan drilling secara tepat dalam proses belajar mengajar.
21. Media yang digunakan guru dalam mengajar 'speaking' dapat dikatakan mendukung 'teachers' performance' apabila media tersebut memenuhi komponen-komponen yang ada dalam 'teachers' performance'.
22. Fasilitas yang dapat mendukung 'teachers' performance' adalah fasilitas yang memenuhi standar kinerja guru itu sendiri.
23. Strategi yang bisa ditempuh untuk mencapai 'teachers' performance' yaitu dengan mengaplikasikan dengan tepat semua aspek-aspek yang terdapat dalam 'teachers' performance'.

Observation Guide 2 Students' Performance

Nama: Singgih K. Hari/Tanggal: 8 Mei 2010

Jabatan: (Guru kelas/Guru bahasa Inggris/.....) VIII G (Bilingual)

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. 'Materials acquisition' yang bagaimana yang dapat mendukung 'student performance'?
2. Mengapa siswa harus menguasai empat 'skills' khususnya 'speaking' dalam pengajaran bahasa Inggris?
3. Komponen-komponen apa saja yang terdapat dalam 'language performance'?
4. Bagaimana 'language performance' dapat mendukung 'student performance'?
5. Sebutkan dan jelaskan komponen-komponen yang terdapat dalam 'language acquisition'!
6. Mengapa 'language acquisition' dapat mendukung 'student performance'?
7. Apa saja yang terdapat dalam 'communicative competence'?
8. Sebutkan langkah-langkah 'communication strategies' dalam 'language acquisition'!
9. Apa yang dimaksud dengan 'appropriateness'? Jelaskan!
10. Sebutkan faktor-faktor yang mempengaruhi 'students' performance'!

11. Faktor-faktor apa saja yang mempengaruhi tingginya suatu 'students' performance'?
12. Bagaimana mengaplikasikan faktor-faktor tersebut dengan tepat?
13. Bagaimana siswa dapat melakukan 'students' performance' dengan baik?
14. Mengapa masih banyak siswa yang belum berani dan percaya diri untuk berbicara bahasa Inggris?
15. Langkah-langkah apa saja supaya siswa berani dan percaya diri dalam pengajaran 'speaking'?
16. Mengapa masih ada siswa yang belum menguasai kosakata bahasa Inggris?
17. Sebutkan cara-cara untuk mendorong siswa agar dapat menguasai kosakata bahasa Inggris!
18. Mengapa ada sedikit siswa yang memiliki pengetahuan tata bahasa?
19. Sebutkan dan jelaskan langkah-langkah supaya siswa memiliki pengetahuan tata bahasa yang memadai!
20. Mengapa masih banyak siswa yang belum mempunyai kemampuan berbicara yang baik dan lancar?
21. Sebutkan dan jelaskan cara-cara untuk meningkatkan kemampuan berbicara siswa!



1. 'Materials acquisition' yang dapat mendukung 'students' performance' yaitu materi-materi yang tidak hanya memenuhi SKKD untuk siswa SMP tapi yang menarik untuk siswa sehingga materi tersebut dapat membantu siswa untuk meningkatkan 'performance' mereka.
2. Siswa harus menguasai 'speaking' karena bahasa Inggris merupakan bahasa internasional jadi dengan menguasai 'speaking' siswa dapat berkomunikasi dengan warga asing.
3. Komponen-komponen yang terdapat dalam 'language performance' yaitu 'grammar' dan 'accuracy'.
4. 'Language performance' yang dapat mendukung 'students performance' yaitu 'language performance' yang mengandung komponen-komponen bahasa seperti 'grammar' dan 'accuracy'.
5. Komponen-komponen yang terdapat dalam 'language acquisition' yaitu:
  - Grammar: 'grammar' atau kosakata adalah ilmu atau tata cara tentang bagaimana menyusun kata-kata dan mengkombinasikannya dengan kata lain untuk menjadi sebuah kalimat.
  - Accuracy: accuracy atau ketepatan yang dimaksud disini adalah ketepatan siswa dalam empat aspek bahasa seperti 'listening', 'speaking', 'reading', dan 'writing' dengan benar, tepat, dan tanpa kesalahan.
6. 'Language acquisition' dapat mendukung 'students' performance' karena dalam language acquisition terdapat komponen-komponen seperti 'grammar' dan 'accuracy' yang dapat membantu meningkatkan 'performance' siswa.
7. Yang terdapat dalam 'communicative competence' adalah ketepatan, kelancaran, intonasi, dan pelafalan kata dengan baik.
8. Langkah-langkah 'communication strategies' dalam 'language acquisition' yaitu: perencanaan, penyusunan kalimat yang akan disampaikan, dan penerapan kalimat dalam percakapan.
9. 'Appropriatenes' yang dimaksud disini adalah aspek-aspek bahasa yang dihasilkan oleh siswa harus sesuai dengan SKKD atau kurikulum untuk SMP.
10. Faktor-faktor yang mempengaruhi 'students' performance' adalah teknik mengajar guru, metode guru dalam menyampaikan pelajaran, materi, fasilitas, motivasi, dan penghargaan guru terhadap siswa.
11. Jawaban sama dengan nomor 10.
12. Mengaplikasikan faktor-faktor tersebut dengan tepat adalah memenuhi semua kriteria yang dapat meningkatkan 'performance' siswa.
13. Siswa dapat melakukan 'performance' dengan baik apabila faktor-faktor yang mendukung 'performance' mereka terlaksana dengan baik dan tepat.

14. Siswa masih banyak yang belum berani dan percaya diri untuk berbicara bahasa Inggris karena tidak adanya motivasi dari guru dan kurangnya latihan berbicara di depan umum pada siswa.
15. Langkah-langkah agar siswa berani dan percaya diri dalam pengajaran 'speaking' adalah memberi motivasi pada siswa untuk berani dan percaya diri dan memberi lebih banyak latihan 'speaking' pada siswa.
16. Siswa masih banyak yang belum menguasai kosakata bahasa Inggris karena siswa kurang mendalami materi dan kurang berlatih kosakata bahasa Inggris.
17. Cara-cara untuk mendorong siswa agar dapat menguasai kosakata bahasa Inggris yaitu dengan memberi siswa lebih banyak pendalaman materi dan latihan 'speaking'.
18. Sama dengan jawaban nomor 16.
19. Langkah-langkah supaya siswa memiliki pengetahuan tata bahasa yang memadai adalah:
  - Perencanaan: maksudnya adalah guru merencanakan materi-materi, teknik, dan metode mengajar yang dapat membantu siswa dalam menguasai tata bahasa.
  - Pengaplikasian: maksudnya adalah setelah rencana mengajar disusun, maka hal-hal dalam persiapan mengajar diaplikasikan dalam pembelajaran dengan tepat.
20. Sama dengan jawaban nomor 18.
21. Sama dengan jawaban nomor 17.

### Observation Guide 3

Nama: Anisa Khl ..... Hari/Tanggal: Sabtu . 1 Mei 2010 .....

Kelas: 8 Dhe .....

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

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Nama: ALEXander D..... Hari/Tanggal: 1 MEI 2010.....

Kelas: 8G.....

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?



### Observation Guide 3

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Nama: Almisa H.R. Hari/Tanggal: Sabtu 1 Mei 2010

Kelas: VIII 6 / Bilingual

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Observation Guide 3

Nama: Avanika E.G ..... Hari/Tanggal: Sabtu, 1 Mei 2010 .....

Kelas: VIII Ghe .....

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Observation Guide 3

Nama: Bossarito P. Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: S.

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

Nama: Ciciek A.P. Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: VIII 6

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

Nama: Dewi Garnish D-R Hari/Tanggal: sabtu / 1 mei 2010

Kelas: VIII 6

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Observation Guide 3

Nama: Evaliana Z.A.B Hari/Tanggal: Sabtu, 1 Mei 2020

Kelas: VIII<sup>E</sup>

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?



Observation Guide 3

Nama: Galuh Charaluna Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: VIII<sup>B</sup>

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

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Nama: De Gilang M. Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: B. G.

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?



### Observation Guide 3

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Nama: Harid Sanjaya Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: VIII.G (Bilingual)...

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Observation Guide 3

Nama: Joshua N.H..... Hari/Tanggal: Sabtu, 1 Mei 2010.

Kelas: VIII Bilingual

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Observation Guide 3

Nama: Fia Nur A. Hari/Tanggal: Sabtu, 1 May 2010.

Kelas: VIII 08

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

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Nama: Liliana Sri S...... Hari/Tanggal: Sabtu / 01 - 05 - 2010

Kelas: VIII 6.....

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

Nama: LUTHFI A. R. R. Hari/Tanggal: Sabtu 1 Mei 2010

Kelas: SG

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

Nama: Nisa A.P ..... Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: VIII 6 .....

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?



### Observation Guide 3

Nama: Muraini Anis A. Hari/Tanggal: Sabtu, 1 Mei 2010

Kelas: VIII

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Observation Guide 3

Nama: Delly Rachma ..... Hari/Tanggal: Sabtu, 1 Mei 2010 .....

Kelas: VIII Ghe .....

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?



### Observation Guide 3

Nama: Gunda N ..... Hari/Tanggal: Sabtu, 1 Mei 2010 .....

Kelas: VIII<sup>b</sup> .....

Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

Nama: Faizir Apta W Hari/Tanggal: Sabtu, 01 Mei 2010

Kelas: 8<sup>9</sup>

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda?Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

### Observation Guide 3

Nama: Wahjo Purmo Adi Hari/Tanggal: 1 Mei 2010

Kelas: 8 G

#### Petunjuk Pengisian:

Beri jawaban atau penjelasan pada tiap butir pertanyaan sesuai dengan kenyataan yang ada.

1. Bagaimanakah tanggapan Anda tentang pelajaran 'speaking' di kelas?
2. Bagaimana cara guru dalam menyampaikan materi 'speaking' di kelas?
3. Media apa saja yang digunakan oleh guru dalam mengajar 'speaking' di kelas?
4. Materi 'speaking' yang seperti apa yang diberikan oleh guru di kelas?
5. Kesulitan-kesulitan apa saja yang Anda rasakan dalam pelajaran 'speaking'?
6. Bagaimanakah cara Anda untuk meningkatkan kemampuan 'speaking'?
7. Pelajaran 'speaking' seperti apa yang Anda inginkan di dalam kelas?
8. Menurut Anda, apakah penggunaan media dalam kelas dapat mendukung 'speaking' Anda? Jelaskan!
9. Mengapa kita harus menguasai keterampilan 'speaking' di dalam kelas?
10. Apa saja harapan Anda setelah mendapat materi 'speaking' yang menarik di kelas?

Nama : Apes. RM.

Kelas : 8 Fhe

Hari : Sabtu, 1 st May 2010.

- 1). Mint saya .. Seru ajalah ...
- 2). Penyampaian secara materi tertulis dan praktikal.
- 3). Tdk pernah.
- 4). Buku poket.
- 5). Mungkin ada kata yg tidak tahu pengucapannya jadi sering salah ...
- 6). Bolak, sedikit-demi sedikit dgn pengucapan yg benar.
- 7). Percakapan.
- 8). LCD, supaya lebih menarik.
- 9). Supaya kita pandai berbicara bahasa Inggris dgn benar.
- 10). Bisa berkembang dan lebih menguasai materi speaking dgn mantap.

NAMA : ALEXander D  
NO : 2  
KELAS : 8G

1 MEI 2010

1. sudah lumayan saat jam belajar
2. menerang dengan menggunakan bahasa inggris
3. tidak Pernah
4. greeting, dialog,
5. keterbatasan kosa kata
6. dengan sering memakai bahasa inggris dan mencari kosa kata baru
7. saling berbicara dengan bahasa inggris
8. ya dengan ketersediannya media memudahkan penyampaian materi
9. supaya bisa dengan lancar berbahasa inggris
10. dapat bisa berbahasa lancar dan tdk grogi



Nama : Almira Husna Ramadhanby

1 May 2010

Kelas : VIII 6 / 8 Bilingual

1. Sangat Menyenangkan karena pada saat belajar speaking terkadang bisa di selingi dgn canda dan tawa.
2. Dengan santai, dan jelas sehingga mudah di pahami dan di mengerti siswa, terkadang juga diselingi dgn lelucon
3. Tidak ada.
4. Mengucapkan beberapa kata & kalimat dgn jelas dan benar.
5. Dalam pengucapan kalimat.
6. Dengan belajar dan berlatih dlm berbicara B. Inggris
7. Pelajaran "Speaking" yg menyenangkan, ada tanya jawab antara teman.
8. Sangat mendukung, karena kalau hanya berbicara tanpa menggunakan media, siswa yg mendengarkan dpt merasa bosan.
9. Agar kita dpt berbicara bhs Inggris dgn baik, dan kita dpt mengerti setiap pengucapan pada kalimat & kata-kata.
10. Lebih mudah berbicara bhs Inggris, mendapat / menambah berbagai macam kosakata yg menarik, siswa-siswa yg lain jadi lebih tertarik dan menyukai B. Inggris.

Nama : Avonita E.G

Kelas : VIII Ghe

Hari / Tanggal : Sabtu , 1 Mei 2010

1. Pelajarannya menarik karena diselingi dengan canda dan tawa yg membuat siswa lebih semangat.
2. Pak guru menyampaikannya dengan tenang & santai, tapi pada saat <sup>selain buku</sup> serius, pak guru juga sangat serius.
3. Tidak ada media yang digunakan karena Bp. Singgih mengajarnya dengan canda dan tawa sehingga siswa mudah memahaminya juga menerangkan dgn b. Inggris
4. Seperti mengucapkan kata<sup>xx</sup> dengan benar & jelas. Dan mengulangi kata<sup>xx</sup> yg mulanya dibacakan deh guru.
5. Mengingat penyusunan kalimat yg akan diucapkan dgn benar
6. Dengan mencoba berbicara bahasa inggris dengan teman namun tdk sering.
7. Menggunakan bahasa Inggris untuk sehari-hari dengan teman walaupun banyak yg masih salah.
8. Ya --- karena dengan adanya media, siswa dpt mengetahui pengucapan kata dengan benar.
9. Karena dengan "speaking" siswa dpt belajar bahasa Inggris dengan mudah dan cepat untuk mengingat materi yg diajarkan.
10. Harapan saya, smoga siswa dapat lebih semangat lagi untuk belajar "speaking".

Bossarito P.

<sup>S</sup>  
VIII G

Date: 1 May 2010

## #B. Inggris#

1. Menarik
2. Dgn. semua tp agak santai
3. Tak pernah
4. Mengikuti buku panduan
5. Masalah Tenses
6. Belajar
7. Pelajaran yg menyenangkan sdpt dimengerti
8. Ya, karena pelajaran menjadi menyenangkan
9. Karena agar yg mendengarkan tdk salah mengartikannya
10. Mampu berbicara bhs. Inggris dgn baik & benar



Nama : Ciciok.

Kelas : VIII 6

Hari/tgl : Sabtu, 1 Mei 2010

1. Sangat menyenangkan karena biasanya disertai dengan canda dan tawa.
2. Dengan santai dan bisa diterima oleh siswa dengan baik, Tapi kalau serius juga serius.
3. Tanpa media selain buku.
4. Mengucapkan beberapa kata dengan jelas dan benar.
5. Dalam menterjemahkan bahasa Indonesia ke bahasa Inggris.
6. Menambah ketrampilan dalam pengucapan bahasa Inggris agar lebih baik.
7. Antar teman saling tanya jawab dengan bahasa Inggris, tapi tidak sering / kadang-kadang.
8. Sangat. Agar siswa <sup>(tertarik dan)</sup> tidak cepat bosan dalam menerima pelajaran speaking, sehingga siswa dengan mudah menerima pelajaran tersebut.
9. Agar kita terbiasa berbicara dalam bahasa Inggris sehingga kita tidak bingung / canggung apabila berbicara dengan turis.
10. Semoga metode tersebut dilanjutkan agar siswa sangat tertarik dengan materi speaking dan lebih semangat lagi.

No 007  
Nama : Dewi Garnish C.R.  
VIII Ghe

07  
Sabtu / 1 May 2010.

1. Sangat menyenangkan karena <sup>kita</sup> ~~karena~~ dapat <sup>belajar dan</sup> bercanda-tawa.
2. - Dengan disuruh membaca teks di depan kelas.  
- Mengulang kata-kata yang sulit.
3. ~~Tidak ada media~~
4. Mengucapkan kata-kata, disuruh membaca di depan kelas.
5. Membaca tulisan yang sulit, dan biasanya saat speaking kita gugup dan tdk dapat mengucapkan kata dengan jelas.
6. sering membaca teks, mendengarkan lagu barat dll.
7. Seperti menyanyikan lagu, disuruh membaca bergilir.
8. Ya saya mendukung, jika tidak ada media kita ~~bisa~~ ~~bisa~~ ~~tidak~~ belajar sering menggunakan media kita bisa lebih bersemangat lagi untuk belajar speaking.
9. - Saat ada orang luar negeri berkunjung ke Indonesia kita bisa berbicara dengan orang tersebut dan ~~agar~~ ~~orang tersebut mengerti~~ ~~ada~~ yang kita bicarakan.  
- kita berbicara bahasa Inggris dengan lancar.
10. Semoga dapat mengerti dan dapat berbahasa Inggris dengan lancar

Nama : Evaliana Zulfa A.B  
Kelas : VIII<sup>6</sup> / 9

1. Sangat menarik, dan dapat membantu siswa dalam membaca kata berbahasa Inggris, dan membuat siswa terbiasa menggunakan Bhs. Inggris, sehingga siswa dapat mengikuti pelajaran dengan baik.
2. Dengan cara memberikan ringkasan - ringkasan materi, yang dapat mempermudah siswa dalam mempelajarinya.
3. Buku.
4. Materi yang terdapat di dalam buku pendamping, yang berisi materi - materi "speaking" yang sering terjadi dalam kehidupan sehari - hari.
5. Kesulitan dalam membaca katanya, dan arti dari kata itu sendiri.
6. Sering membaca buku yang berbahasa Inggris, dan sering membaca kata - kata di dalam kamus Bhs. Inggris beserta artinya.
7. Pelajaran yang menggunakan media belajar sambil bermain, sehingga lebih santai dalam menerima pelajaran.
8. Ya, karena berfikirnya bisa lebih santai, tapi itu juga tergantung pada pribadinya masing - masing.
9. Ya karena jika kita bisa menguasai speaking kita bisa tau maksud dari materi yang sedang diberikan dalam Bhs. Inggris.
10. Bisa lebih menguasai speaking dan lebih mendapatkan pengetahuan baru.

Nama = Galuh Charolina D  
Kelas = VIII<sup>5</sup>

No Sabtu, 1 May 2010  
Date

1. Menarik, mudah dipahami.
2. Dengan serius, ada hiburannya.
3. ~~.....~~ ..gak pernah.
4. Buku paket.
5. Terlalu cepat. Ada kata-kata yang susah.
6. Memahami apa yang diterangkan oleh guru, memperhatikan cara membacanya.
7. Ada pelajaran, ada selingan hiburan, gak usah sepaneng-sepaneng.
8. Ya, agar lebih jelas.
9. Agar lebih "memahi" dan jadi pintar.
10. Semoga saya lebih pintar lagi. AMIN.

Nama: Gulaning N.  
Kelas: 8 G

No 1!

Date 1<sup>st</sup> May 2016

- ① Menyeranangkan
- ② Dengah serius tapi agak santai dan menyeranangkan
- ③ Tdk pernah
- ④ Mengikuti buku materi
- ⑤ adan kata2 yg tidak tahu artinya
- ⑥ Belajar
- ⑦ Yang menyeranangkan
- ⑧ ya, karena menjadikan pelajaran menjadi menyeranangkan
- ⑨ Supaya dapat mengikuti pelajaran dgn lancar
- ⑩ Bisa melakukan Speeding dgn baik



Nama = Hafid2 Sanjaya

NO = 12

Kelas = VIII G

Hari/tgl = Sabtu, 1 Mei 2010

### Observation Guide 3

1. Baik, karena bisa dipelajari dengan baik karena cara pembelajarannya yang sekarang
2. Dengan bertanya-tanya, memberikan pertanyaan dan menjawab dengan spontanitas
3. Baik
4. greeting.
5. Pada saat guru menjelaskan, murid lain berbicara sendiri, jadi tidak terlalu jelas penjelasan guru
6. Dengan mencoba berbicara dengan bahasa Inggris dengan kata-kata sedikit-sedikit
7. Dengan sarana / media lain agar pelajaran mudah diserap dengan suasana lain
8. tidak, karena fasilitas tidak memadai
9. agar kita bisa terbiasa dan menguasai speaking
10. Pembelajaran speaking dikelas supaya bisa menjadi sarana untuk bisa menyerap pelajaran dengan mudah

Joshua Nandhika Hutama  
VIII Bilingual

Sabtu, 1 Mei 2010  
Date:

1. > Seru, menarik, dan pastinya "G" membosankan.
2. > Dengan cara melalui materi maupun praktek.
3. > Buku.
4. > Materi yang penting pastinya!
5. > Kadang<sup>xx</sup> salah dalam mengucapkan kata<sup>xx</sup> / kurang tepat.
6. > Berlatch, baik di rumah maupun di sekolah.
7. > Yang dpt menuntut pengetahuan dan ketrampilan saya.
8. > Ya, km belajar dpt menggunakan media apapun.
9. > Agar dapat berkomunikasi dengan lancar.
10. > Lebih menguasai dan dapat menjadi bekal untuk masa depan.

Nama : Lia Nur A.

Kelas : VIII E

No : 14.

1. Sebenarnya menyenangkan, tapi kurang di dapatkan.
2. Dengan cara membaca di depan kelas, menirukan kembali ucapan pak guru.
3. Dari buku "The Bridge" < belum pernah >.
4. Cara membaca dan pengucapan yg benar.
5. ~~En~~ Pengucapan yg benar.
6. Dengan membaca & berlatih.
7. Dengan melihat film.
8. Ya, karena terdapat banyak teks, sehingga dapat diucapkan.
9. Agar dalam pengucapan keg. sehari-hari dapat terlaksana dgn baik & benar.
10. Ya, semoga bisa terlaksana dgn baik.



Nama = Liliana Sri Sugriyanto

Hari/tanggal = Sabtu/ 01-05-2010

Kelas = VIII 6

1. Ya setuju, karena kita bisa berbicara dengan lancar, tepat & senang
2. Mengulangi kata-kata yg sulit, menyuruh membaca teks.
3. Tidak ada
4. Membaca teks, mengulang kata-kata yg sulit,
5. Dalam membaca kata-kata yg sulit, ragu-ragu dalam mengucapkan kalimat
6. Berusaha bertanya, latihan membaca,
7. Membaca teks,
8. Iya, misalnya menyanyikan lagu barat & menonton film barat, kita bisa menirukan apa yg diucapkan
9. Agar bisa berbicara B. Inggris dengan lancar
10. Semoga bisa berbahasa Inggris dengan lancar

nama = LUTHFI A.P.R

no = 16

kelas = 8A

su

6 mei 2020

- 1 menyenangkan, karena dapat memahami speedung dengan mudah
- 2 dengan memberikan pertanyaan kepada kami
- 3 bulu, lagu, permainan
- 4 greeting,
- 5 tidak tahu cara membacang
- 6 belajar membatanya dan ... menanyikan kepada orang yg bisa
- 7 ~~but~~ speedung dengan berpasangan dua orang atau lebih
- 8 dapat, karena dapat memberikan suasana yg seperti di apartemen
- 9 karena speedung digunakan sehari-hari
- 10 dapat mengembangkannya supaya lebih lancar

Nama = Nisa A.P  
Kelas = VIII 5 / 17

1 Mei 2010

- |                                     |     |  |
|-------------------------------------|-----|--|
| <input checked="" type="checkbox"/> | 1.  | Bagus, karena kita dapat mengerti/menambah wawa    |
| <input type="checkbox"/>            |     | san selain bahasa yang kita gunakan sehari-hari    |
| <input checked="" type="checkbox"/> | 2.  | Dengan santai dan mudah diterima oleh siswa,       |
| <input type="checkbox"/>            |     | disertai lelucon.                                  |
| <input checked="" type="checkbox"/> | 3.  | Tidak ada.   |
| <input checked="" type="checkbox"/> | 4.  | Mengucapkan kata-kata secara benar dan jelas.      |
| <input type="checkbox"/>            |     |  |
| <input checked="" type="checkbox"/> | 5.  | Cara pengucapannya, kadang gak tahu bahasa Inggris |
| <input type="checkbox"/>            |     | nya.   |
| <input checked="" type="checkbox"/> | 6.  | Belajar dan berlatih berbicara Bahasa Inggris.     |
| <input checked="" type="checkbox"/> | 7.  | Berbicara secara santai,                           |
| <input checked="" type="checkbox"/> | 8.  | Ya, karena dengan adanya penggunaan media, kita    |
| <input type="checkbox"/>            |     | lebih mudah menerima pelajaran.                    |
| <input checked="" type="checkbox"/> | 9.  | Karena selain kita dapat mengerti/menambah wawasan |
| <input type="checkbox"/>            |     | kita juga dapat menggunakannya sehari-hari.        |
| <input checked="" type="checkbox"/> | 10. | Dapat berbicara dengan lancar.                     |
| <input type="checkbox"/>            |     |  |
| <input type="checkbox"/>            |     |  |
| <input type="checkbox"/>            |     |  |
| <input type="checkbox"/>            |     |  |
| <input type="checkbox"/>            |     |  |
| <input type="checkbox"/>            |     |  |
| <input type="checkbox"/>            |     |  |

Muraini Anis A.  
VIII G (18)

Date: 1 Mei 2010

1. Menarik.
2. Dengan serius & mudah dipahami oleh siswa.
3. Tidak pernah.
4. mengikuti buku panduan (materi)
5. Ada kata-kata yg sulit dimengerti.
6. Lebih banyak mendengarkan lagunya luar ataupun <sup>melihat</sup> film luar.
7. Yg mengencangkan, tidak hanya serius terus.
8. Iya, karena akan lebih menarik.
9. Agar dpt mengikuti pelajaran dgn lancar.
10. Agar mampu berbicara lebih lancar dan jelas yg benar.

Nama : Selly rachma. M.s.

Kelas : VIII G / 19

Date : Sabtu, 1 May 2010

1. Sangat menarik & dapat membantu siswa agar bisa membaca bhs. Inggris.
2. Dengan cara lewat membaca di depan kelas.
3. Buku
4. Materi yg ada di dalam buku, yg didalamnya berisi speaking yg dibuktikan sehari-hari.
5. Cara membacanya.
6. Dengan cara belajar & terus berlatih.
7. Dengan cara mendengarkan lagu / film & yg lainnya.
8. Ya, agar siswa tdk cepat bosan.
9. Agar bisa membaca dgn benar
10. Bisa membaca bhs. Inggris dengan baik & benar.

Nama : Sunda U

Kelas : VIII<sup>E</sup>

Hari / Tanggal : Sabtu, 1 Mei 2010

1. Sangat menyenangkan karena kita bisa bertanda bersama tetapi kita kurang menerapkan berbitara dgn bahasa Inggris
2. Dalam mengajarkan B. Inggris, guru menerangkan menggunakan B. Inggris dan kadang-kadang kita di suruh maju ke depan kelas untuk melihat kemampuan kita untuk membaca B. Inggris
3. Buku
5. Cara membatasanya
4. Materi yg biasanya diajarkan ada di dalam buku panduan dan di dalam buku berisi speaking yg ada di kehidupan sehari-hari
6. Dengan belajar dan melatih kemampuan berbitara dengan menggunakan B. Inggris
7. Belajar sambil bermain
8. Ya, karena bisa mengetahui dan mempelajari media yg digunakan
9. Karena agar kita bisa membaca B. Inggris dgn benar dan baik, serta memahami arti dr apa yg kita bicarakan.
10. Agar bisa lebih paham dan mengerti apa yg di bicarakan



Nama Tugirl Cipta Warchana

No. 21

Kelas: 89

- ① Seru!!!, sehingga guru memberi materi dgn sedikit cerita & gambar.
- ② Ya, dgn cara yg menarik, sehingga tak jenuh waktu di kelas.
- ③ Buku panduan (Modul) - Game, Nonton film!
- ④ Menayangkan yg menarik, serta ada hiburannya.
- ⑤ Cara membacanya & pengucapannya
- ⑥ Kalau ada waktu kosong, belayar speaking g2 :)
- ⑦ Banyak materi & hiburan, serta menggunakan media yg menarik
- ⑧ Bwa, karena materinya juga mendukung speaking!
- ⑨ Agar dpt berkomunikasi dgn teman menggunakan Bahasa Inggris
- ⑩ Dapat menguasai speaking dgn benar.

Nama : Wahyu Purnomo Adhi

Kelas : B G

No 822

1 Mei '10

- |    |  |
|----|--|
| 1  | Sudah cukup baik saat jam belajar  |
| 2  | Menjelaskan materi dgn bahasa Inggris  |
| 3  | Tidak Pernah   |
| 4  | Creating Dialog  |
| 5  | Cara membaca dan pengucapannya   |
| 6  | Belajar speaking di waktu yang luang   |
| 7  | Saling berbicara dgn bahasa Inggris dengan guru dan teman-teman                  |
| 8  | Lagu Film yang bisa memudahkan penyampaian materi                                |
| 9  | Karena kalau ti kita dk merenungi mka diampikan kita tak bisa lancar dlm belajar |
| 10 | Dapat berbahasa bari dgn baik dan lancar dan juga dlm gregi                      |
|    |  |
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|    |  |

You'll never know till you have tried



# *APPENDIX 6*

## **TABLES**

**Table 1: The Results of the Questionnaire**

No	Statements about Teachers' performance	The Respondents
1.	The teachers' explanation about learning materials was good.	22
2.	The teachers' response when giving feedback to the students was good.	22
3.	The teachers' methods to apply the learning materials were good.	22
4.	The teachers' interaction with the students during the teaching-learning process was good.	21
5.	The teachers' instructions and demonstrations when using the learning materials were good.	22
6.	The teachers' ability to encourage and praise the students was good.	21
7.	The teachers' way to provide opportunities for the students to respond and ask questions and also share ideas was good.	22

**Table 2: The Standard Performance**

Scale	Standard Performance
10.6-20.0	Excellent
10.0-10.5	Very Good
09.6-09.9	Good
09.0-09.5	Poor
0-08.9	Very Poor

**Table 3: The Results of Students' Scores**

No.	The Students' Names	The Pre-test Scores	The Post-test Scores
1.	Afisa	56	66
2.	Alexander	57	67
3.	Almira	58	68
4.	Avonita	65	75
5.	Bossarito	65	75

6.	Ciciek	57	67
7.	Dinar	56	66
8.	Evaliana	58	68
9.	Galuh	65	75
10.	Gilang	64	74
11.	Hafid	64	74
12.	Joshua	66	76
13.	Lia	65	75
14.	Liliana	71	81
15.	Luthfi	70	80
16.	Nisa	72	82
17.	Nuraini	72	82
18.	Rina	74	84
19.	Selli	66	76
20.	Sunda	58	68
21.	Taufik	58	68
22.	Wahyu	67	77
Jumlah		1404	1624

**Table 4: Main Causes of the Problems**

No.	Problems	Main Causes
1.	Students' pronunciation was poor.	There were no pronunciation practices for the students in the class.
2.	The teacher did not know how to modify the learning materials.	The teacher did not use variation in the learning materials.
3.	The students were not brave in the class.	The students lacked confidence and motivation from the teacher.

**Table 5: Actions to Overcome the Problems**

No.	Problems	Main Causes/Reasons	Actions	Purposes
1.	Students' pronunciation was poor.	There were pronunciation practices for the students in the class.	Giving more pronunciation practices to the students	To improve students' pronunciation
2.	The teacher did not know how to modify the learning materials.	The teacher did not use variation in the learning materials.	Implementing songs in the class	To improve teachers' performance by using learning materials
3.	The students were not brave in the class.	The students lacked confidence and motivation from the teacher.	Encouraging the teacher to motivate his students in the class	To make the students feel confident in the class



PEMERINTAH KABUPATEN KARANGANYAR  
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA  
**SMP NEGERI 1 TASIKMADU**

Sekolah Standar Nasional No: 960/2005  
Alamat: Buran, Tasikmadu, Karanganyar Telp.(0271) 495572, Pos 57761

## SURAT KETERANGAN

*Nomor : 421.4/193/ 2010*

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Tasikmadu, Kabupaten Karanganyar :

Nama : **Drs. H. Aris Munandar, MP.d**  
NIP. : 19590428 198703 1 007  
Pangkat / Gol. Ruang : Pembina Tk. I , IV/b  
Jabatan : Kepala SMP Negeri 1 Tasikmadu Karanganyar

Dengan ini menerangkan bahwa :

Nama : Kartika Indah Paramita  
NIM : 05202244018  
Jurusan : Pendidikan bahasa Inggris  
Lembaga : Universitas Negeri Yogyakarta

Mahasiswa tersebut diatas telah mengadakan pengambilan data siswa SMP Negeri 1 Tasikmadu pada tanggal 22 Feb - 8 Mei 2010 untuk penelitian skripsi berjudul:

"IMPROVEING STUDENTS' SPEAKING ABILITY THROUGH SONGS IN THE SECOND GRADE OF SMP N 1 TASIKMADU KARANGANYAR".

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Tasikmadu, 10 April 2010  
Kepala Sekolah  
SMP 1  
SEKOLAH MENENGAH  
PERTAMA  
TASIKMADU  
Drs. H. Aris Munandar, M.Pd  
NIP. 19590428 198703 1 007



DEPARTEMEN PENDIDIKAN NASIONAL

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**FAKULTAS BAHASA DAN SENI**

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FRM/FBS/33-00

31 Juli 2008

22 Juni 2009

Nomor : 936/H.34.12/PP/VI/2009  
Lampiran : --  
Hal : Permohonan Izin Observasi

Kepada Yth.

Kepala Sekolah  
SMP Negeri 1 Tasikmadu  
di Karanganyar

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan observasi untuk memperoleh data penyusunan Tugas Akhir dengan judul :

*Improving Students Speaking Ability Through Songs in The Second Grade of SMP Negeri 1 Tasikmadu, Karanganyar*

Mahasiswa dimaksud adalah :

Nama : KARTKA INDAH P.  
NIM : 05202244018  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SMP Negeri 1 Tasikmadu, Karanganyar

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

